

Lynchburg City Schools Student Code of Conduct 2023-2024

Lynchburg City Schools is dedicated to providing universal, school wide systems of Positive Behavioral Interventions and Supports that are designed to teach, model, and reinforce positive conduct and behavior. The dedicated collaboration and partnership between schools and families help to promote the social-emotional development of students and ensure student safety and success.

The Virginia Department of Education (VDOE) has provided guidance for student codes of conduct to create a positive and preventive approach to student conduct. Local school boards are required to adopt and revise regulations on codes of student conduct that are consistent with, but may be more stringent than, these guidelines outlined. The VDOE focuses on prevention, instructional interventions and behavioral supports. When students do not meet behavioral expectations, equitable approaches to school discipline have been defined. Approaching school discipline from an instructional prevention-based standpoint contributes to a positive school environment and ensures equity, fairness, and continuous improvement. Applying an instructional, prevention-based perspective to student behavior is fundamental in a multi-tiered system of support.

In Virginia, the Virginia Tiered Systems of Supports (VTSS) provides a framework that allows divisions, schools, and communities to provide multiple levels of support to students in a more effective and efficient, clearly defined process. It is a data-driven decision making framework for establishing the academic, behavioral, and social-emotional supports needed for a school to be an effective learning environment for all students.

Administrators consider many factors when determining appropriate responses to student behavior, including, but not limited to, the student's age, developmental factors, and past response to interventions.

The administrative responses and interventions below are designed to understand and address student behavior, re-teach and reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues.

Behavioral Categories:

- A. **Behaviors that Impede Academic Progress (BAP):** These behaviors impede academic progress of the student or of students. They are typically indicative of the student's lack of self-management or self-awareness. Sometimes, the student may need help in understanding how the behavior impacts others so training in social awareness may also be indicated.
- B. **Behaviors Related to School Operations (BSO):** These behaviors interfere with the daily operation of school procedures. Students exhibiting these behaviors may need to develop self-management, self-awareness, or social awareness skills.
- C. **Relationship Behaviors (RB):** These behaviors create a negative relationship between two or more people that does not result in physical harm. Relationship behaviors affect the whole school community in that the school climate is often a reflection of how people treat one another. Students who exhibit difficulty with relationship behaviors may also have difficulty with the other social-emotional competencies.
- D. **Behaviors that Present a Safety Concern (BSC):** These behaviors create unsafe conditions for students, staff, and visitors to the school. The underlying reasons for this type of behavior may lie in any of the social-emotional competencies so the administrator should investigate the underlying motivation for the student's behavior. Training in social awareness and decision-making are usually indicated in any behavior that creates a safety concern.
- E. **Behaviors that Endanger Self or Others (BESO):** These behaviors endanger the health, safety, or welfare of either the student or others in the school community. Behaviors that rise to this level of severity are often complex. While they are indicative of poor decision-making skills, students who exhibit these behaviors may also have developmental needs in the other social-emotional competencies.

Leveled Responses:

Leveled Administrative Responses to Student Discipline Incidents

The following lists of leveled administrative responses to student behavior are provided as an example of a leveled system of discipline responses. The examples below are neither all-inclusive nor required to be exhausted.

Level 1 Responses: Level 1 responses are intended to prevent further behavioral issues while keeping the student in school:

- Administrator/Student/Teacher/Parent/Guardian conference
- Behavior progress chart
- Community Service (appropriate to correct the behavior)
- Confiscation by the administration
- Detention (before school, at lunch, after school)
- In-school suspension (up to one (1) or two (2) days) with behavioral and academic support
- Loss of school privileges
- Lunch detention
- Peer mediation or conflict resolution
- Recognize/Reward appropriate behavior
- Restitution
- Re-teach or model the desired behavior
- Seat Change
- Written reflection or letter of apology

Level 2 Responses: Level 2 responses are designed to prevent further behavior issues and keep the student in school. Depending upon the severity of the behavior, short-term removal of the student from the classroom may be appropriate:

- Administrator/Teacher/Counselor/Student Conference (includes re-teaching of expected behavior)
- Administrator/Teacher/Parent/Guardian conference
- Check-In/Check-Out
- Confiscation
- Detention
- Develop Behavior Plan
- In-school suspension with behavioral interventions and/or restorative practices (one (1) to three (3) days)
- Mediation or conflict resolution
- Referral to community-based services
- Referral to Individualized Education Plan (IEP) team
- Referral to support services (e.g. School Counselor, Behavior Certified Board Analyst (BCBA), Mentor Program, PBIS/VTSS Team, Substance Use and Intervention Program)
- Restitution
- Schedule Change
- Student Conference
- Temporary loss of privileges

Level 3 Responses: Level 3 responses are dependent upon the severity, chronic nature of the behavior and/or safety concerns. Level 3 behaviors may result in the student's short-term removal from school:

- Administrator/Teacher/Parent/Guardian Conference
- Behavior Contract (developed with and signed by the student, parent/guardian, and school officials)
- Community Service
- Detention
- Functional Behavioral Assessment (FBA) and Behavior Support Plan (BSP) Development (General Education Students)
- Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) Development (Special Education Students)
- In-school suspension with restorative practices (three (3) plus days not to exceed five (5) days)
- Referral to alternative education program
- Referral to community-based services
- Referral to support services (e.g. School Counselor, Behavior Certified Board Analyst (BCBA), Mentor Program, School Social Worker, PBIS/VTSS Team, Therapeutic Day Treatment (TDT), Substance Abuse Program)
- Restitution
- Revocation of privileges
- **Short-term out-of-school suspension (one (1) to three (3) days for elementary students/one (1) to five (5) days for secondary students with restorative conference upon return

** The duration of any short-term suspension is to be limited as much as possible while adequately addressing the behavior but may not exceed five (5) school days (may not exceed 3 days for PreK-3).

Level 4 Responses: Some Level 4 responses require a report to the superintendent or the superintendent's designee as outlined in the Code of Virginia [§ 22.1-279.3:1](#). A referral to the superintendent or superintendent's designee does not automatically result in a long-term suspension, change of placement, or expulsion. After a review of the incident in context, the superintendent or designee may return students to the comprehensive setting with additional supports and/or responses to be implemented:

- Alternative Education Placement
- Long-term revocation of privileges
- Parent-Administrator-Teacher-Student Behavior Meeting
- Recommendation for a long-term suspension
- Referral to law enforcement as required

- Restitution via written contract
- Schedule Change
- Short-term out-of-school suspension: one (1) to three (3) days for Prek-3 and four (4) to ten (10) days for fourth-to-sixth grade students, or five (5) to (10) ten days for seventh-to-twelfth grade students
- Return to school with additional supports and interventions
- Threat Assessment as indicated by behavior

Level 5 Responses: Level 5 responses are reserved for those behaviors that require a referral to the superintendent or designee. For preschool to grade three students, any suspension beyond three days must be referred to the superintendent or designee. A referral to the superintendent or designee may not automatically result in an expulsion, alternative placement, school reassignment, or long-term suspension:

- Referral to law enforcement as required
- Referral to Superintendent or designee
- Threat Assessment as indicated by the behavior
- Alternative placement
- Expulsion-additional supports may be provided throughout the expulsion period
- Long term suspension ([11 to 45 days as defined in § 22.1-276.01](#))
- School reassignment-students may be assigned to another school within the division.
- Return the student to the school setting with appropriate supports and interventions.

*Restorative practices will be implemented as deemed appropriate. Behavior Intervention plans should be developed, reviewed, and modified as needed.