Student Rights and Responsibilities
and
SBAR Update

February 2, 2023

The Code of Virginia (§22.1-279.3:1) requires school divisions statewide to submit data annually to the Virginia Department of Education (VDOE) on events of student behavior and the administrative responses to the behavior. This report provides safety indicators for Virginia's School Quality Profile. These events shall include those that occurred on school property, on a school bus, or at a school-sponsored activity.

As Charlottesville City Schools revised the previous CCS Student Code of Conduct to create the new 2022-2023 CCS Student Rights and Responsibilities, new Student Behavior and Administrative Response (SBAR) codes were included. Use of the Student Behavior and Administrative Response data will allow schools to perform analyses to determine which groups of students have access to supports and interventions to address behavior concerns and which do not. Administrators will also be able to analyze records that include the demographics of students involved in discipline and measure the group differences in out-of-school suspensions and expulsions. It is important to note that SBAR codes are assigned and entered into Powerschool by administrators; teachers do not assign SBAR codes.

Accompanying the new SBAR codes are new Leveled Responses. The leveled response system allows administrators to apply equitable disciplinary responses to student behaviors, and it increases the fidelity of implementation of our discipline policies and practices, therefore improving equity. Administrative responses and interventions should be designed to address student behavior, reinforce school and classroom expectations for appropriate behavior, and prevent further behavioral issues.

Below are several charts and graphs that give a snapshot of student behaviors and adult responses so far during the 2022-2023 school year.
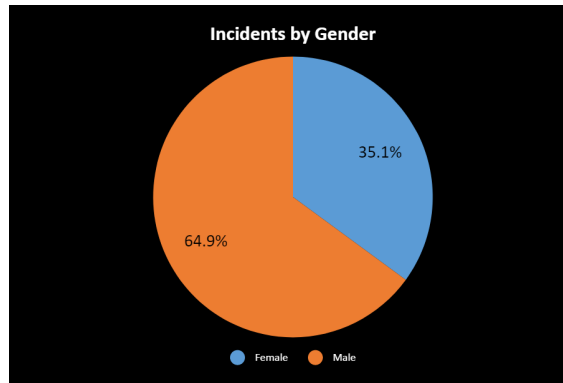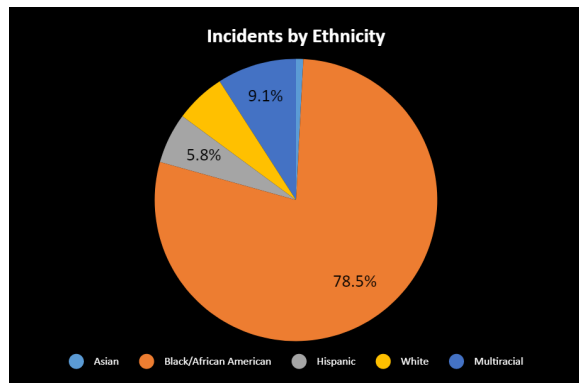
Top five SBAR Codes applied:

| Category	Subcategory	Incidents	Occurrences
BSC *Behaviors Of A Safety Concern*	BSC17 *Minor Physical Altercation-No Injury*	20	16
BSC *Behaviors Of A Safety Concern*	BSC14 *Fighting-No Injury*	15	24
BESO *Behaviors That Endanger Self/Others*	BESO3 *Fighting-Minor Injury*	15	21
BSO *Behaviors Related To School Operations*	BSO3 *Refusal To Comply With Staff Requests*	11	9
BESO *Behaviors That Endanger Self/Others*	BESO12 *Threat-Staff*	9	9

*Incidents are the number of actual events; occurrences include multiple students who may be involved in the event.

Behaviors of a Safety Concern (BSC), Behaviors that Endanger Self / Others (BESO), and Behaviors Related to School Operations (BSO) were the most used SCED codes. Specifically, the data indicate that SBAR codes related to fighting have been entered at the highest rates in CCS. Refusal to comply with staff requests, and threats to staff also fell among the student behaviors that were most highly coded.

SBAR coded incidents by ethnicity and gender

Suspensions by Ethnicity and Gender
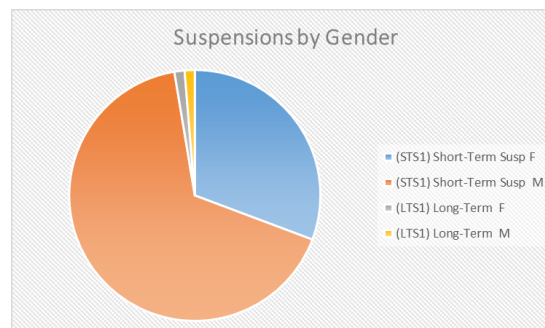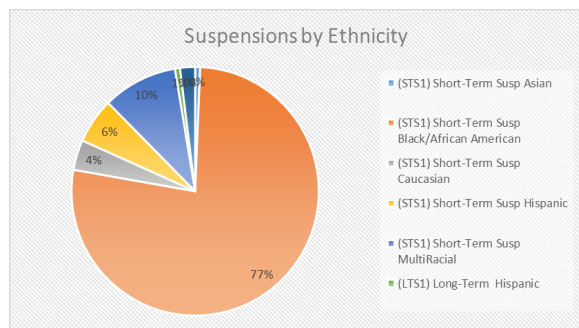
The data show that the majority of the incidents based on SBAR codes applied are for Black students and males. In addition, Black students and males have been suspended at a much higher rate. These data tell us that there continues to be work that our division, along with families and the community have to do regarding equity, building relationships, setting expectations, and accountability.

While suspensions are one type of adult response to student behaviors, CCS utilizes a variety of other restorative responses, as well. As mentioned above, Leveled Responses are provided to administrators in the Student Rights and Responsibilities so that there is a range of options for specific student behaviors. These responses can range from classroom-based responses,

intervention, and management, to long term suspension or expulsion. The table below shows other adult responses to student behaviors during the 2022-2023 school year.

Additional Adult Responses to Student Behaviors during 2022-2023
- After school support   - Change in physical environment   - Clarified expectation   - Conference with parent   - Encouraged a reset in the classroom   - Loss of privilege   - Out of classroom break   - Proximity   - Referred to school counselor   - Removed triggers   - Restorative conversation   - Reteach expectations   - Take a break

It is our goal to continue to provide opportunities and supports for all students. We utilize our School Mental Health Personnel (SMHPs), Care and Safety Assistants (CSAs), school counselors and more to help our students be mentally well, through tiered supports, so they can make good behavioral choices. We often use restorative practices to ensure students are held accountable for their behavior in order to learn from their mistakes, take responsibility for their actions, and reconnect to the school community by providing them with continuity and support from educators who interact with students on a daily basis. As we continue to monitor SBAR codes and overall student behaviors and adult responses, we know that strong partnerships with families and the community will be key in helping our students thrive in an environment where they can feel safe and focus on their learning.