

CHARLES COUNTY PUBLIC SCHOOLS

Code of Student Conduct

The following responses are to be implemented by staff and administrators when students fail to behave in a way that maintains a safe and conducive learning environment. These responses, which may not be available at every school, are guidelines to be implemented in a graduated fashion, emphasizing prevention, intervention, incentive-based strategies, and restorative practices prior to removing a student from a classroom or school. This range of responses was developed so that student discipline may be applied at the lowest level which is commensurate with the student disciplinary infraction. Persistent violations of the Code of Student Conduct and/or actions that are extremely disruptive and/or pose a threat of serious harm may warrant higher levels of response, even for an initial infraction. Behavioral infractions listed on the following pages, while not exhaustive, are examples of the types of behavior that the Board of Education considers unacceptable. Administrators may use responses at lower levels at any time during the intervention process. It is important to consider many factors in applying disciplinary responses, including the age and developmental level of the student; the intent of the behavior; the student's disciplinary history; the nature, severity, and impact of the infraction; and local, state, and federal rules and regulations.

Levels of Response

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Classroom, Support and Teacher-led Responses</p> <p>These responses are designed to teach and support appropriate behavior, so students are respectful, and can learn and contribute to a safe school environment. Teachers are encouraged to utilize a variety of instructional and classroom management strategies.</p>	<p>Classroom, Support and Corrective Responses</p> <p>These responses are designed to teach and support appropriate behavior, so students are respectful, and can learn and contribute to a safe school environment. Many of these responses will engage the student's support system while aiming to correct behavior by stressing its severity and acknowledging potential implications for future harm.</p>	<p>Support, Short-term Removal and Administrative Responses</p> <p>These responses engage the student's support system to ensure successful learning and to facilitate changes to the conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior.</p>	<p>Support and Out of School Removal Responses</p> <p>These responses address serious behavior while keeping the student in school, or removing a student from the school environment where necessary due to the nature of the behavior and/or potential implications for future harm. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior.</p>	<p>Support, Extended Out of School Removal, Referral Responses</p> <p>These responses remove a student from the school environment for an extended period because of the severity of the behavior and potential implications for future harm. They may involve the placement of a student in an alternative safe environment that provides additional structure and services. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior.</p>
<p>Examples of Responses</p> <ul style="list-style-type: none"> -Classroom based responses (verbal correction, written reflection/apology, redirection, daily progress sheet) -Restorative Practices -Parent /guardian outreach (contact parent via phone, email, or text) -Consultation with School Counselor/School Psychologist -Informal mentoring -Referral to health/mental health services -Change in seat assignment -Change in bus seat -Peer mediation -School based conflict resolution 	<p>Examples of Responses</p> <ul style="list-style-type: none"> -Parent/guardian/teacher/student conference -Temporary removal from class -Referral to School Counselor -Behavior Contract -Referral to mental health services -Loss of privileges -Short-term removal from bus (1 – 3 days) -Restitution -Community service -Interventions listed in Level 1 may also be used -Detention 	<p>Examples of Responses</p> <ul style="list-style-type: none"> -Parent/guardian/student conference with administrator -In-school intervention -In-school suspension -Referral to school psychologist, pupil personnel worker -Referral to community based organization -Class schedule change -Removal from extracurricular activities -Short-term removal from bus (1 – 3 days) -Hallway escort -Formal mentoring -Interventions listed in Levels 1 - 2 may also be used -Saturday School -Referral to Student Support Team -Functional Behavioral Assessment/Behavioral Intervention Plan -Parent Shadowing 	<p>Examples of Responses</p> <ul style="list-style-type: none"> -Schedule change -Long-term removal from bus (4 – 10 days) -Teen court -Short-term out of school suspension (1 – 3 days)* -Consult with school resource officer -Supervision/escort during school day -Interventions listed in Levels 1 – 3 may also be used 	<p>Examples of Responses</p> <ul style="list-style-type: none"> -Referral to alternative education -Extended removal from bus (11 or more days) -Long-term out of school suspension (4 – 10 days)* -Extended suspension (11 – 44 days)* -Expulsion (45 days or longer)* -Referral to law enforcement -Interventions listed in Levels 1 – 4 may also be used

* Except as prohibited by state law

Key The lowest level of intervention should be used first when appropriate; higher levels of responses should be considered for repeated or more serious offenses	Level 1 <i>Classroom and Support Responses</i>	Level 2 <i>Classroom, Support & Corrective Responses</i>	Level 3 <i>Support, Short-term Removal, & Administrative Responses</i>	Level 4 <i>Support, Out of School Removal Responses</i>	Level 5 <i>Support, Extended Out of School Removal, Referral Responses</i>
Class Cutting In addition to being disciplined, secondary students absent without excuse from any one class two or more times in a marking period may receive a grade of no higher than 59% for the marking period	Failing to attend a class, after arrival at school without an excused reason				
	Persistently failing to attend a scheduled class, after arrival at school, without excused reasons				
	Leaving school grounds without permission				
			Leaving school grounds without permission that causes a significant disruption to the school setting		
Tardiness Elementary school students who are late should not be given any punitive or exclusionary consequences, but parent/guardians should be notified	Arriving late to class or school, without an excused reason				
	Persistently arriving late to class or school				
Truancy Unlawfully absent from school classes for a school day or a portion of the school day	Being absent from school or assigned activity without an excused reason				
	Persistently being absent from school or assigned activity without an excused reason				
Disrespect	Making intentional and harmful or offensive gestures, verbal or written comments, or symbols to others (e.g. verbal put-downs, cursing, talking back)				
		Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority			
Disruption	Intentionally engaging in minor behavior that distracts from the learning environment (e.g., talking out of turn, throwing small items, horseplay, misuse of school property, selling of unauthorized items on school property)				
	Intentionally and persistently engaging in minor behavior that distracts from the learning environment				
	Intentionally engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others (e.g., throwing harmful items, sending incendiary texts/social media messages, disruption of a fire drill, engaging in extreme or excessive incidents of disrespect)				
	Intentionally engaging in chronic and extreme behavior that disrupts the educational process and creates a substantial barrier to learning for other students across the school day				

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<p>Dress Code</p> <p>Students may not wear any clothing which is suggestive, provocative, or excessively tight, or which is judged by the school administration to be disruptive or distracting to the learning environment either by virtue of the design or in the manner in which it is worn.</p> <p>See Pages 11 and 12 for CCPS Dress Code.</p>	<p>Violating dress code, after student has been warned</p>				
	<p>Persistently violating dress code after the student has been warned</p>				
<p>Bullying And Harassment</p> <p>Students and parents are encouraged to report bullying and harassment to any teacher or administrator and to fill out a complaint form available at every school, online at ccboe.com, and in this Code of Student Conduct</p>	<p>Engaging in bullying or harassment, whether verbal, physical or in writing, including but not limited to cyberbullying, hazing, teasing, and intimidation</p>				
	<p>Engaging in harassment based on a student's membership in a protected class (race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability)</p>				
<p>Sexual Harassment</p> <p>Students and parents are encouraged to report sexual harassment to any teacher or administrator and to fill out a complaint form available at every school, online at ccboe.com, and in this Code of Student Conduct</p>	<p>Engaging in persistent bullying or harassment</p>				
	<p>Engaging in sexual harassment (e.g., intentional unwelcome sexual advances, requests for sexual favors, other intentional inappropriate verbal, written, or physical conduct of a sexual nature)</p>				
	<p>Engaging in persistent or extreme sexual harassment</p>				

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<p>Sexual Activity</p> <p>School staff may refer student to appropriate counseling and may contact law enforcement to report any crime that may have occurred</p>		<p>Engaging in inappropriate behavior of a sexual nature (e.g., excessive public displays of affection, sexual acts, indecent exposure, possessing, distributing or showing pornographic materials, inappropriate texts of a sexual nature)</p>			
<p>Sexual Attack</p> <p>School staff should refer student to appropriate counseling and may contact law enforcement to report any crime that may have occurred</p>			<p>Intentionally engaging in behavior toward another that is physically and sexually aggressive</p>		
<p>Threat to Adult or Student and/or Extortion</p> <p>Trained school staff should conduct a threat assessment and may contact law enforcement to report any crime that may have occurred</p>	<p>Expressing-orally, in writing, or by gesture-intent to do physical harm to others</p>		<p>Engaging in extortion, which is using a threat (without a weapon) to get a person to turn over property</p>	<p>Engaging in repeated threats or extortion</p>	
<p>False Alarm /Bomb Threat</p> <p>Trained school staff should conduct a threat assessment, refer students to counseling, if appropriate, and may contact law enforcement to report any crime that may have occurred</p>			<p>Initiating a warning of a fire or other catastrophe without cause (e.g., pulling a fire alarm, misusing 911 or posting or sharing texts or social media messages that incite fear or cause a disruption to school activities)</p>		<p>Making a bomb threat or threatening a school shooting</p>
<p>Academic Dishonesty</p> <p>In addition to being disciplined, students may receive consequences related to the coursework, including a failing or reduced grade and additional assignments</p>	<p>Plagiarizing, such as by taking someone else's work or ideas; forgery, such as by falsifying a signature of a teacher or parent; accessing sources for an assignment without approval, such as the Internet; using equipment for an assignment without approval, such as a cell phone or computer; or cheating</p>				

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Theft In addition to being disciplined, the student may be required to return, replace, or pay restitution for the item taken, and the school may contact law enforcement to report any crime that may have occurred	Intentionally taking or attempting to take property without owner's permission, where the taker is an elementary school student				
Destruction of Property In addition to being disciplined, the student may be required to replace or pay restitution for the item damaged or destroyed, and the school may contact law enforcement to report any crime that may have occurred	Intentionally causing damage to school/other's property, where the wrongdoer is an elementary school student				
Alcohol School should refer student to local health department or community group for prevention and treatment, and may contact law enforcement to report any crime that may have occurred			Being under the influence of alcohol Using/possessing/purchasing/attempting to purchase alcohol Distributing/selling alcohol		
Inhalants School should refer student to local health department or community group for prevention and treatment, and may contact law enforcement to report any crime that may have occurred			Being under the influence of inhalants Using/possessing/purchasing/attempting to purchase inhalants Distributing/selling inhalants		

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Drugs/ Controlled Substances School should refer student to local health department or community group for prevention and treatment, and may contact law enforcement to report any crime that may have occurred			Unauthorized using/ possessing/purchasing/attempting to purchase non-illegal drugs (e.g., RX or over the counter medication), look-alike versions of these drugs, or drug paraphernalia		
Tobacco School should refer student to appropriate tobacco education program			Using/possessing tobacco/e-cigarettes/tobacco paraphernalia (including matches and lighters), or look-alikes of these items		
Fighting A physical confrontation involving two or more students Schools may contact law enforcement to report any crime that may have occurred		Intentionally engaging in a fight, which may be small, spontaneous and short, and/or result only in minor cuts, scrapes, bruises		Intentionally engaging in a fight, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb, or is otherwise especially serious based on the listed factors	
Physical Attack Physically pushing, hitting or otherwise attacking another individual Schools may contact law enforcement to report any crime that may have occurred			Intentionally shoving, pushing, or otherwise being physically aggressive toward another student	Intentionally shoving, pushing, or otherwise being physically aggressive toward a staff member or other adult	
Serious Bodily Injury School staff may contact law enforcement to report any crime that may have occurred			Intentionally misbehaving in a way that unintentionally causes serious bodily injury	Intentionally causing serious bodily harm	
Trespassing School staff may contact law enforcement to report any crime that may have occurred		Being on school property without permission, including while on suspension or expulsion			

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Inappropriate Use of Personal Electronics Excludes the use of a device in an emergency or preapproved situation; leveled responses may include confiscation and parent conferencing	Violation of rules on page 9 and 10 (first offense)		Violation of rules on page 9 and 10 (second offense)	Persistently having out a personal electronic device, in defiance of school rules (third or subsequent offense)	Using/possessing or constructively possessing (such as in a desk, bag, purse, or clothing), a personal electronic device during AP testing, state testing, county testing, or other testing designated by the superintendent or principal. In addition to the discipline, this offense may result in the invalidation of the student's test and other students' tests.
Camera/ Video/Audio Misuse	Possessing or using cameras, audio or video recording devices, or electronic or computer recording devices without proper permission.				
Computers/ Technology/ Telecommunications Misuse	Possessing or using computers, technology, or telecommunications in any manner prohibited by the school system, as provided on pages 10 and 11.				
Explosives School staff may contact law enforcement to report any crime that may have occurred			Possessing an incendiary or explosive device or material or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; ammunition; but NOT "snap pops," which should be treated as a disruption)		
Firearms School staff may contact law enforcement to report any crime that may have occurred				Detonating or threatening to detonate an incendiary or explosive device or material, including those described above	
Other Guns School staff may contact law enforcement to report any crime that may have occurred		Possessing, using, or threatening to use a look-alike gun (e.g., water guns)		Possessing, using, or threatening to use an unloaded/inoperable non-firearm gun (e.g. pellet guns, BB guns)	
				Possessing, using, or threatening to use a loaded/operable non-firearm gun	

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Other Weapons School staff may contact law enforcement to report any crime that may have occurred		Possessing an implement, item, or material that could potentially cause injury, without intent to use it as a weapon	Possessing an implement, item, or material that could potentially cause injury, with intent to use it as a weapon	Using or threatening to use a weapon, implement, item or material that is likely to cause serious bodily harm	
Arson/Fire School staff may contact law enforcement to report any crime that may have occurred			Intentionally setting or attempting to set a fire or helping others to set a fire without intent to or possibility of endangering others	Intentionally setting a fire or helping others to set a fire with the intent to endanger others or with the result of destroying valuable property	
Filing False Reports	Intentionally filing a false or malicious report against staff or other student				
Bus-General Misconduct	Intentionally failing to follow the driver's direction/bus rules	Repeatedly failing to follow the driver's directions/bus rules		Chronically failing to follow the driver's directions/bus rules	
Bus-Safety Misconduct	Intentionally engaging in behavior that places someone's safety at risk	Repeatedly engaging in behavior that places someone's safety at risk		Chronically engaging in behavior that places someone's safety at risk	