



**Charles County Public Schools**

*Working together to achieve excellence for every student.*

# **Code of Student Conduct**

## ***2023-2024 School Year***

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August 2023

Dear Parents/Guardians:

The Charles County Public Schools *Code of Student Conduct* includes standards of conduct including behavioral expectations expected of all students. The guidelines align with the state's code of discipline for all public schools and include standards of appropriate student conduct and consequences for violation of the standards.

The guidelines include behavioral expectations and possible prevention, intervention, restorative and incentive-based strategies to respond to student misconduct. The guidelines also contain detailed explanations of specific student behaviors that are not permitted.

The *Code of Student Conduct* outlines the behaviors we expect to keep your children safe from the moment they step on a bus or walk in the front doors of our schools, until they leave for the day.

Our schools have high standards for school safety. Emergency drills, cameras, school resource officers, check-in procedures, identification badges, staff training and other precautions help us provide safe schools for teaching and learning.

Please read this information, and share and discuss the *Code of Student Conduct* with your child. Then sign, along with your child, the signature page located at the back of this booklet and return it to your child's school.

If you have questions, please call your child's school principal or the Director of Student Services, 301-392-7510.

Thank you for your support of teaching and learning in Charles County Public Schools.

Sincerely,

Maria V. Navarro, Ed.D.  
Superintendent of Schools

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This booklet provides guidelines and procedures for student conduct and discipline in Charles County Public Schools (CCPS). It is designed to be used together with state guidelines of student rights and responsibilities and the student handbook published by each school annually.

Please note the documents located at the back of the booklet - a copy of the Bullying, Harassment or Intimidation Reporting Form and a signature page. Please remove the Bullying, Harassment or Intimidation Reporting Form and keep it for your records. Complete the signature page and have your child sign it and return it to your child's school. Your signature indicates that you and your child have received and reviewed the contents of the booklet, including the internet use and safety guidelines, and bus transportation rules.

The Bullying, Harassment or Intimidation Reporting Form is also posted on the system website, [www.ccboe.com](http://www.ccboe.com). Any parent or student who would like to report child abuse or neglect is encouraged to call the Charles County Department of Social Services at 301-392-6400, the Charles County Sheriff's Office at 301-932-2222, or the National Child Abuse Hotline at 800-422-4453. Parents and students may report any concern of school safety to [safeschoolsmd.org](http://safeschoolsmd.org) or 833-632-7233 (833-MD-B-SAFE).

CCPS has an online reporting system called See Something, Say Something. CCPS values safety and promotes a culture of putting safety first. If you or your child see something that involves bullying, harassment, threats to school safety or staff misconduct, please report the information to a trusted adult or to the See Something, Say Something link at [www.ccboe.com](http://www.ccboe.com).

## **Philosophical Principles**

The Board of Education of Charles County is committed to creating and maintaining excellent schools where teaching and learning occur in a safe, supportive environment. The mission of Charles County Public Schools (CCPS) is to provide an opportunity for all school-aged children to receive an academically challenging, quality education that builds character, equips for leadership, and prepares for life, in an environment that is safe and conducive to learning.

CCPS school discipline policies and the following philosophical principles guide practices:

- CCPS is committed to providing teaching and learning in a safe school environment that maintains the order, safety and discipline necessary for effective learning. There is an expectation that our schools will create environments that are conducive to learning and where positive behavior is expected, modeled and learned.
- CCPS recognizes that creating such an environment requires setting and communicating clear expectations for appropriate behaviors and developing an atmosphere of mutual respect and dignity.
- Behavioral expectations and consequences for misbehavior should be applied fairly and consistently and be developmentally appropriate. The *Code of Student Conduct* clearly defines reasonable behavioral expectations, holds students accountable for accepting responsibility for practicing acceptable behavior and guides staff in the equitable administration of consequences to all students.
- Appropriate school behavior is the shared responsibility of students, parents and CCPS staff. Disciplinary consequences should be designed to encourage responsible actions, promote the development of self-discipline and change inappropriate behavior. Discipline will be administered using guidelines that include restorative practices, detention, alternative educational settings, student reassignment, suspension and expulsion.
- The *Code of Student Conduct* encourages the use of discretion in making discipline decisions and uses discipline as a developmental process through multi-tiered systems of supports and interventions. CCPS uses a range of learning strategies and disciplinary responses that support teaching and learning, reward positive behaviors and restore relationships. The goal is to administer discipline in a way that keeps students engaged and connected to school, so they graduate and are college and career ready.

## **Expectations of Students**

CCPS is committed to educating students in a safe and orderly school environment. We believe students need to have a clear understanding of the expectations held of them. It is important that students:

- work to make school a positive, supportive, safe and welcoming place for others;
- are respectful and courteous to students, parents/guardians and school staff;
- are knowledgeable about discipline policies, regulations and rules;
- follow school rules and policies and contribute to a positive school climate by behaving appropriately in all school settings, both in person and online, and during any after school or evening school activity;
- make every reasonable effort to participate in any conferences, activities, interventions, or programs recommended appropriately by school staff;
- recognize how their conduct affects other students and school staff and make every reasonable effort to restore relationships affected by their conduct;
- seek access to and complete make-up work while they are out of school;
- share ideas for improving school climate and school discipline practices; and
- are proactive in promoting a positive, supportive, safe and welcoming school environment.

If students become aware of any violation of school or system policies, regulations or rules, they should immediately alert a CCPS staff member. Students who become aware that they have violated a policy, regulation or rule are encouraged to self-report the violation. Self-reporting may minimize or eliminate any disciplinary consequences.

**Definitions:** The following is meant to illustrate terms used throughout the *Code of Student Conduct*.

**Academic Dishonesty (Plagiarism, Cheating and/or Copyright Misuse)** – Plagiarism is the act of representing another’s ideas, words, expressions, or data in writing or presentation without properly acknowledging the source.

Examples include:

- Copying word for word from a printed or electronic source without proper attribution.
- Submitting a purchased or downloaded paper or other materials to satisfy a course requirement.

Cheating includes but is not limited to:

- Copying another student’s work and then submitting it as his or her own work.
- Submitting work through the use of another person’s password/login.
- Posting assignments, work, or projects while using another student’s login.
- Performing work or taking an examination for another student or having another person perform work or take an examination.

Copyright misuse includes the following:

- Illegally posting, distributing, uploading or downloading copyrighted work (such as music, videos, words, images, drawings, pictures, software or otherwise).

**Alternative Education** – Placement in an alternative setting by the Superintendent or designee.

**Behavioral Contract** – Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies and supports.

**Behavioral Intervention Plan** – Developed from information gathered from a Functional Behavior Assessment, a Behavioral Intervention Plan offers positive behavioral interventions, strategies, and supports designed by school staff to correct inappropriate or disruptive school behavior and to teach appropriate positive behavior.

**Bullying, Harassment and Intimidation** – Bullying is unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. To be considered bullying, the behavior must be intentional and include: 1) an imbalance of power (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

Cyberbullying is bullying that takes place over digital devices like cell phones, computers and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or confidential information about someone else causing embarrassment or humiliation.

Harassment includes actual or perceived negative actions that offend, ridicule, or demean another student regarding race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

Intimidation is any communication or action directed against another student that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation.

Any proven evidence of Bullying, Harassment or Intimidation may include the involvement of the school resource officer (SRO).

**Bus General Misconduct** – Inappropriate behavior on the bus, including, but not limited to, eating and drinking, chewing gum, failure to arrive to the bus stop on time, improper seating, touching others, loud talking/screaming/excessive noises that distract the driver, use of personal electronic devices in a manner which is disruptive or distracting to the bus driver, using profanity or inappropriate language, littering, spitting, and failure to follow bus driver's/attendant's instructions when they are issued.

**Bus Safety Misconduct** – Unsafe behavior on the bus, including, but not limited to, failure to follow health/safety protocols, misuse of bus safety equipment, misuse of windows, misuse of window/door alarms, standing or moving while the bus is moving, throwing objects on the bus, getting on or off at an unauthorized stop, and failure to keep body parts inside of the bus.

**Camera/Video/Audio Misuse** – Students may not possess or use any cameras or video or audio equipment on school property or at a school-sponsored event, except under the following conditions:

- A student may possess and use the camera or video or audio equipment at the direction of and with direct supervision by a classroom teacher as part of classroom activities;
- A student may possess and use a camera or video or audio equipment if that student receives prior written permission from the school principal for a specific purpose. At no time will permission be granted for socializing or other nonessential purposes, or if the use will violate another individual's privacy; and
- A student may possess and use a camera or video or audio equipment while attending and not participating in an event held on school grounds after school hours and open to the general public, as long as the possession and use are neither disruptive or in any way unlawful. This privilege may be revoked on a case-by-case basis at any time for any reason by the principal or designee.

Otherwise, cell phones with camera and/or video functions must not be used to record, airdrop or send any image or video at any time, even if the use of the cell phone is permitted. Students may not use any type of camera, video, audio, or computer recording device in any manner that interferes with or is disruptive of the educational process, invades the privacy of any individual, or violates the academic integrity of any school activity, including during any remote/distance learning activities.

**Checking in/Check out With a Staff Member** – Prompting students to have a brief, informal conversation with an adult at school to monitor behavior at the beginning of the school day, throughout the school day, and/or at the end of the school day.

**Classroom-Based Responses** – Prompting a student to reflect on personal behavior using restorative practices and classroom strategies such as time-out, teacher-student conference, reflection area, redirection, restorative circles, mindfulness, seat change, call home or loss of classroom privileges.

**Community Service** – Allowing students to participate in an activity at school that serves and benefits the community (e.g., caring for public spaces or creating posters/signs).

**Computer, Technology Misuse** – Computer, telecommunications and technology misuse includes, but is not limited to, the following:

1. The unauthorized or illegal use of or access to:

- computers.
- software.
- the internet.
- telecommunications devices.
- telecommunications systems.
- related technologies.



2. Any willful act that causes physical, financial, or other harm or otherwise disrupts information technology.
3. Unauthorized use or attempts to use electronic technology to change or alter grades, attendance, any part of any student information record, or the system's restricted information base or file.
4. Accessing or attempting to access another user's account.

**Conferences** – Meetings that may involve the student, parent/guardian(s), teachers, school staff, transportation staff and officials (as appropriate) and/or administrators to discuss the student's behavior and potential solutions that address social, academic and personal issues related to the behavior (in school or on the bus).

**Conflict Resolution** – Using strategies to assist students in taking responsibility for peacefully resolving conflicts. Students, parents/guardians, teachers, staff, and administrators may engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening and effective communication.

**Daily Progress Sheet** – Using a chart to provide feedback about behavior for reinforcing appropriate behavior and/or correcting inappropriate behavior.

**Detention** – Requiring a student to report to a designated place before school, during a free period, during lunch, after school, or on the weekend (e.g. Saturday School) for a set period of time.

**Excused Absences** – Excused reasons for absence include illness of the student (physical/behavioral/mental), death in the student's immediate family, the student's pregnancy or parenting-related circumstances, the student's court summons, hazardous weather conditions, work (if approved or sponsored by the school), state emergencies, suspension, lack of authorized student transportation, observance of religious holidays and other circumstances as determined by school officials.

**Expulsion** – The exclusion of a student from the student's regular school program for 45 days or longer, which may occur only under the following circumstances:

- A. The Superintendent or designated representative has determined that the student's return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students or staff;
- B. The Superintendent or designated representative limits the duration of the exclusion to the shortest period practicable; and
- C. The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student's regular academic program.

**Extended Suspension** – The exclusion of a student from the student's regular program for a time period between 11 and 45 school days. A conference is scheduled, consistent with state law and Board of Education policy and procedures, and the suspension may be extended for more than 10 days. This extended suspension may occur only under the following circumstances:

- A. The Superintendent or designated representative has determined that:
  - i. The student's return to school prior to the completion of the suspension period would pose an imminent threat of serious harm to other students and staff; or
  - ii. The student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted;
- B. The Superintendent or designated representative limits the duration of the exclusion to the shortest period practicable; and
- C. The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote the successful return to the student's regular academic program.

**Functional Behavioral Assessment** – The process of gathering and analyzing information about a student’s behavior and accompanying circumstances in order to determine the purpose or intent of the behavior. This process may be used to assist in developing a Behavioral Intervention Plan to correct inappropriate school behavior.

**Fighting** – A physical confrontation involving two or more students. A student may use reasonable defensive steps to protect themselves from imminent physical harm, but a student who willfully engages in a physical confrontation without first making concerted efforts to evade, escape or avoid engagement, cannot claim self-defense (see self-defense definition).

**Gambling** – Placing monetary bets or wagers, engaging in games of chance for profit (or loss) of anything of value, or operating any kind of betting pool for the purpose of exchanging money.

**Gang Activity** – A gang is defined as a group of three or more individuals who associate on a continued basis for the purpose of committing criminal acts. Gang behavior that poses a threat to individual students or groups of students or disrupts the orderly school process is not tolerated by CCPS. Gang colors, gang signs or symbols or gang dress are not allowed on school property or at school-sponsored activities. Individuals may report gang-related activity to schools by completing the Gang-Related Incident Reporting Form which may be found on the school system website, [www.ccboe.com](http://www.ccboe.com).

**Health/Mental Health Services** – School-based or community-based health or mental health resources which may be utilized to address academic success, behavioral goals and personal challenges.

**In-school Removal/Intervention** – Removing a student within the school building from the regular education program so that the student is still afforded the opportunity to continue to:

- appropriately progress in the general curriculum;
- receive special education and related services specified on the student’s individualized education plan (IEP), if the student is a student with a disability in accordance with the law;
- receive instruction commensurate with the program afforded to the student in the regular classroom; and
- participate with peers as they would in their current education program to the extent appropriate.

**In-school Suspension** – Removing a student from his or her education program, but not from the school building, for up to, but not more than, 10 cumulative days in a school year.

**Long-term Suspension** – Removing a student from school for a time period between four and 10 school days for disciplinary reasons by the school principal.

**Look-alike** – Any replica or fake item presented in a manner such that another might reasonably believe it to be real.

**Loss of Privileges** – Revoking a student’s ability to participate in extracurricular activities or school events.

**Lunch Bunch** – Meeting during lunchtime for a student or group of students for purposes such as mentoring, counseling, goal-setting, or social skills instruction.

**Mentoring** – Pairing a student with a mentor (e.g., school staff member, fellow student, or community member) who helps with personal, academic and social development.



**Minimum Education Services** – Suspension days are considered lawful absences, thus students must be given the opportunity to make up missed work and tests. For short-term suspensions, schools shall provide all students with the opportunity to complete the academic work they miss during the suspension period without penalty. In addition, schools shall provide all students who receive short-term suspensions, and their parents /guardians, with the contact information for a school employee who will be responsible for ensuring that these education services are provided.

Students issued a long-term suspension, extended suspension or expulsion, who are not placed in an alternative education program, shall receive daily classwork and assignments from each teacher, which shall be reviewed and corrected by teachers on a weekly basis and returned to the student. Each principal shall assign a school staff person to be the liaison between the teachers and the student and to communicate weekly about classwork assignments and school-related issues by phone or email with those suspended/expelled students and their parents/guardians.

**Off-campus Conduct** – Principals are authorized to discipline students enrolled at their schools for off-campus conduct, as well as misconduct via remote or distance learning or occurring at other Charles County public schools, that caused or could cause a disruption to the orderly school environment.

**Parent Outreach** – Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.

**Parent Shadowing** – An alternative to suspension where a parent/guardian must accompany the student to school and follow the student through a full or partial academic day at the direction of school staff.

**Personal Electronic Devices** – Any electronic device that can send, receive or display videos, images, text messages, GPS data, or any other communication in any form including but not limited to cell phones, smart phones, smart watches, location trackers or Bluetooth devices.

**Peer Mediation** – Employing a form of conflict resolution in which students serve as mediators and help their peers address and develop solutions to conflicts.

**Questioning of Students** – Students may be questioned or asked to provide written statements by school officials at any time without parental permission or participation concerning events that are connected to school.

**Referral to Law Enforcement** – Reporting suspected criminal behavior to the police. The principal may confer with the School Resource Officer upon suspicion of criminal behaviors. The police may decide to file charges against a student for crimes/violations on school property. Each violation is considered and addressed on an individual basis.

**Restitution** – Requiring a student to compensate others for any loss, damage, or injury that has resulted because of a student's behavior. Compensation may be made monetarily or by a student's assignment to a school work project, or both.

**Restorative Practices** – Employing interventions, responses, approaches and practices designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation with the student who caused the harm.

**Safe Schools/Reportable Offenses** – Temporarily removing a student from the school setting for non-disciplinary reasons to protect the safety and security of staff and other students, under provisions of state law concerning criminal charges brought against the student and reported to the school system. The student may continue

to receive education services in an alternative setting or through alternative methods while the criminal charges are pending.

**School Activity** – Any approved activity sponsored by the Board of Education and/or any approved activity sponsored by any Charles County public school on or off Board of Education property. This includes all approved school and/or system-sponsored trips and activities.

**School Day** – The regular school day or time is the time extending from the moment the Board of Education assumes responsibility for the student until the end of the school day when that responsibility ceases. This is from the time the student steps on to the bus or arrives on school property at the start of the school day until departure from the bus or school property.

**School Property** – All real property owned, leased or under the supervision of the Board of Education, including vehicles owned, leased, or contracted by the Board of Education.

**Searches of Students** – A principal or assistant principal may make a reasonable search of a student on the school premises or on a school-sponsored trip if the searcher has reasonable belief the student has possession of an item that is a criminal offense under Maryland law, a violation of any other state law or a rule or regulation of CCPS. The search shall be made in the presence of a third party. If designated in writing by the principal, a teacher may make a reasonable search of a student on a school-sponsored trip if the same reasonable belief exists.

School lockers are considered school property and may be searched by school administrators at any time for any reason. A principal or assistant principal may also make a search of the physical school building at any time for any reason.

Dogs trained to detect the presence of drugs, weapons, or other contraband may be used on school property when deemed necessary or appropriate by school officials or law enforcement.

**Self Defense** (in schools) – engaging in physical conflict in order to protect oneself when options to evade, escape or avoid the ordeal have been exhausted or are not available.

**Short-term Suspension** – Removing a student from school for a time period up to, but not more than, three school days for disciplinary reasons by the school principal.

**Social Skills Instruction** – Teaching appropriate interpersonal, self-discipline and problem-solving skills.

**Staff Member** – An individual employed or contracted by Charles County Public Schools to carry out assigned duties and responsibilities.

**Student** – An individual enrolled with Charles County Public Schools.

**Student Support Team** – A team of teachers, school staff, parents, and/or administrators which meets to discuss and develop prevention and intervention strategies to improve student outcomes.

**Substance Abuse Counseling** – Community-based counseling services related to substance abuse.

**Teen Court** – Referring a student to a “court” of peer jurors to resolve conflicts.

**Temporary Removal from Class** – Removing a student within the school building from the student’s assigned class or program for a brief period of time not to exceed the assigned class or program.

**Trauma Informed Schools** – All CCPS schools are trauma informed. Being a trauma informed school means that school staff are sensitive to, and inclusive of student wellness as it connects to mental health, behavior, discipline, and connection with the greater school community. Trauma informed schools also take daily steps to identify and help students cope with stress while creating a culturally responsive environment.

**Weapons** – Any implement that could potentially cause injury including, but not limited to, guns, ammunition (bullets, BB's, pellets or other projectiles), knives, razors, lasers, clubs, tear gas, mace, pepper spray, tasers and others, including toy items that may come with costumes.

The use of permanently inoperable rifles by JROTC cadets during instructional time and at other times when under the direct supervision of JROTC instruction shall not be a violation of the *Code of Student Conduct*.

The use of facsimile, replica, or collector weapons, including bow and arrows and starter pistols, by a person/ students engaged in an organized activity for educational purposes, approved in advance by the Superintendent or principal, shall not be a violation of the *Code of Student Conduct*.

The use of permanently inoperable weapons and look-alike weapons by students during school drama productions and rehearsals under the supervision and direction of school staff shall not be a violation of the *Code of Student Conduct* if the production and the use of the object are approved in advance by the principal.

## School Exclusions

CCPS makes every effort to foster and acknowledge positive behavior and prevent student misconduct. Our emphasis is to communicate clear expectations for behavior, create environments that are safe and conducive to learning, and teach and reinforce positive behaviors while keeping students in school. Despite our efforts, there may be times when student behavior necessitates an exclusion from the school environment.

The following is additional information that students and parents/guardians should be familiar with in the event a student is excluded.

**Exclusion** – Students who receive any exclusion must be informed of the reason(s) for the exclusion and given an opportunity to respond before the exclusion becomes effective. The school principal shall provide the student's parents/guardians with written notification of the exclusionary action taken by the school. The notice of suspension form and letters to parents concerning disciplinary actions become part of the student's disciplinary/ cumulative record.

**In-school suspension** – After 10 days of cumulative in-school suspension, the student, the student's parents/guardians and the school administrator shall confer. Provisions will be made for the student's education during the period of in-school suspension.

**Out-of-school suspension and expulsion** – Students who receive an out-of-school suspension or expulsion may not be on any school property nor participate in any school activity during the exclusion. Students, the student's parents/guardians, referring teacher (as applicable) and the school administrator must meet before the student returns to school following the exclusion in order to plan for the student's successful re-entry. The Superintendent or designee retains the authority to reassign a student to another CCPS school or program at the end of the exclusion period.

## Cell Phones and Personal Electronic Devices

CCPS allows the possession and use of cell phones and other personal electronic devices by students. It is the intent of the Superintendent to ensure that this allowance does not disrupt the learning environment, after-school activities, or the safe transportation of students. Students are permitted to use cell phones while attending (but not participating in) general public events that occur after-hours and are open to the community. The following conditions outline the standard expectations for the possession and/or use of cell phones by students at school, on the bus or on other school-chartered vehicles.

**Elementary School**

- Students may only bring their phone or device with approval from the principal.
- Once approved, student must keep their phone or device powered completely off (not on vibrate or silent mode) and inside their book bag, locker or cubby throughout the entirety of each school day, unless other storage arrangements are made with the teacher.
- Once approved for school, students may use their phone or device on the bus or school-chartered vehicle, but use must not be disruptive or cause a distraction to the driver at any time. Sound must only be audible through headphones. Phone conversations are prohibited.

**Middle School**

- Students may bring their phone or device but once school begins but must keep them powered completely off (not on vibrate or silent mode) and remain in a non-visible, secure location throughout the entirety of each school day.
- Students may use their phone or device on the bus or school-chartered vehicle, but it must not be disruptive or cause a distraction to the driver at any time. Sound must only be audible through headphones. Phone conversations are prohibited.
- Students may use their phone or device at the end of the school day for the purpose of making transportation arrangements as it relates to after-school activities or events.

**High School**

- Students may bring their phone or device but once school begins the device must be powered completely off (not on vibrate or silent mode) and must remain in a non-visible, secure location, with the exception of lunch-time or during an approved activity period.
- Phones and devices may be used during approved times but must not be disruptive or serve any inappropriate purposes; such as loud/explicit music or videos, recording, airdropping, sending or posting inappropriate messages or images (via text or social media), or any type of cyberbullying.
- At the end of the lunch or activity period, all phones and devices must be immediately powered back off and returned to a non-visible, secure location, until the end of the school day.
- Students may use their phone or device at the end of the school day for the purpose of making transportation arrangements as it relates to after-school activities or events.
- Students may use their phone or device on the bus or school-chartered vehicle, but it must not be disruptive or cause a distraction to the driver at any time. Sound must only be audible through headphones. Phone conversations are prohibited.

**Please note the following additional guidelines governing all school levels:**

- Cell phones or personal electronic devices with camera and/or video functions must not be used to take or transmit any image or video at any time, even if the use of the phone or device is otherwise permitted.
- Violations of these expectations will result in consequences as specified in the Levels of Response section of this document.
- The use of a cell phone or personal electronic device to secretly record or intercept a private conversation is a violation of state law. Violations may be reported to the authorities.
- All cell phone rules (and discipline consequences) apply even if communicating with parents. Parents are highly discouraged from initiating or participating in any electronic communication with their children during the school day.

**Technology Guidelines**

All students are issued a CCPS technology device and/or can use technology consistent with the curriculum. They must comply with all rules as defined by the *Code of Student Conduct* when on or off CCPS property. Access

to technology resources is a privilege, and students are expected to take care of them, leaving equipment and work space areas in good condition. Students should have no expectation of privacy for material stored or sent on CCPS technology devices, networks or applications. If a student (intentionally or by negligence) damages CCPS property including computers, other technology, or networks/infrastructure, they may be held financially responsible. Violations may result in a loss of computer and network access.

### **Internet Use and Safety**

Access to the internet enhances learning, researching, grade management, collaboration, creation, and communication in and outside of the classroom. All students who plan to use CCPS internet or network connections must sign, together with their parents, the back page of this booklet. When using the internet and technology in school, the student will be respectful of themselves and others and will report inappropriate or harmful content to staff.

#### **Acceptable Use of the Internet or CCPS Networks includes:**

- a. Using approved web browsers (Chrome and Edge exclusively) and applications found in Microsoft, Clever, StudentVUE or other curriculum resources.
- b. Downloading and uploading approved content for school-related activities.
- c. Using appropriate language and media for the workplace or school.
- d. Respecting the privacy of others and obtaining consent before taking photos, recording audio, or capturing video.
- e. Complying with trademark and copyright laws and all licensing agreements.

#### **Inappropriate Use of the Internet or CCPS Networks includes:**

- a. Playing games or online gaming, unless approved by your teacher.
- b. Installing, copying, downloading, uploading, or posting non-CCPS approved software or copyrighted materials to school equipment using flash drives, hard drives or other peripheral devices or cloud providers unless approved by your teacher.
- c. Using tools designed to bypass or disable safeguards or monitoring services such as using virtual private networks (VPN).
- d. Accessing social media sites such as Discord, Instagram, TikTok, Snapchat, etc.
- e. Bullying or harassing any other individual using electronic communications, either directly or indirectly, on or off CCPS property.
- f. Using or sharing offensive, obscene, libelous, disruptive, or inflammatory language, pictures or other material on any technology device or network.
- g. Revealing personal communications, home phone numbers, addresses or other personally identifying information (PII).
- h. Using someone else's password or account name.
- i. Attempting to degrade or disrupt system performance or attempt to enter and/or destroy computer systems and files.
- j. Engaging in hacking on devices or the network or intentionally introducing malicious code on the network.

### **CCPS Issued Devices Program**

In alignment with CCPS policies, students assigned a technology device must adhere to the guidelines and may be fiscally responsible for lost, stolen or damaged devices. Students are expected to follow all CCPS *Code of Student Conduct* rules either in person or while working online or on a device. CCPS assigned staff or parent(s)/guardian(s) may access the device to assist a student with educational studies.

### **Device Ownership**

CCPS shall always retain title to the equipment, unless otherwise transferred. The student shall hold no security or ownership interest in the equipment or licenses to installed software. The equipment is a loan for educa-



tional purposes deemed appropriate by staff and remains and the property of CCPS. The term of this loan is for the school year or as designated by the school administrator. CCPS has the right to randomly collect or request an inspection of the equipment and to perform periodic inventories, or to review the contents of any message, file, or software stored or maintained on the device. Upon request of an administrator or staff, students must return the device, case (if issued) and power cords.

Equipment replacement costs include the following (these are estimates only and subject to change):

- Laptop/Tablet – \$370 to \$670 (depending on model and replacement cost).
- Case – \$26 (if provided).
- Power adapter – \$30.

### **Device Care Guidelines**

Students are expected to make efforts to protect devices from damage, theft, or being accessed inappropriately. They can do that by shutting down the device, closing the lid, and storing it in a protective sleeve when not being used or when being transported, even for a short distance.

#### **Care Guidelines:**

- a. Return the device immediately if it is damaged, along with any detached parts.
- b. Do not write, etch, scratch, mark or apply stickers on the device.
- c. Do not alter or pick at CCPS markings or stickers/labels applied to the device.
- d. Do not attempt to repair the device yourself or by a contracted repair service.

#### **Loss, Damage and Liability:**

- a. Immediately notify school administration if the device is lost, stolen or damaged.
- b. Agree to pay the cost of the repair or the device's equivalent replacement including the case (if issued) and power cords if:
  - Damaged due to misuse, accidental care or mishandling, or neglect, and the damage is not covered under warranty.
  - The student installs a program or modifies the device in a way which permanently impairs functionality.
  - The device is lost or stolen, and insurance proceeds assigned to CCPS do not cover the full cost.
- c. Return the device within four days to the school system upon the school's request or when enrollment is terminated or pay the cost of a replacement device within 30 calendar days.
- d. If a device and related items are not returned within 45 calendar days, CCPS may file a police report for stolen property.

### **Content Filtering and Digital Tool Usage**

All digital tools and sites used for instruction are evaluated by staff for appropriateness and privacy. Families should note that when CCPS technology devices are connected to a personal home network they are configured to filter the sites students may visit. No filter is 100% effective, and students may be exposed to objectionable or offensive materials. Therefore, families should discuss the importance of being safe, responsible, and respectful online to avoid viewing or interacting with objectionable content.

### **Privacy and Safety**

CCPS is committed to helping students develop healthy and safe online habits. Students are expected to take precautions to protect their privacy and safety while using technology by keeping personally identifying information (PII) private. Students should not open, use, or change computer files that do not belong to them. They should know that communications and storage in any form on a device or network provided or maintained by CCPS is not private or confidential.



### Disclaimer of Liability

CCPS makes no guarantees about the quality of services and products provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from the use of the network or accounts.

CCPS denies any responsibility for material encountered on a computer network, including the Internet, which may be deemed objectionable to a user (or their parents, if a minor) or for any hostile or injurious actions of third parties encountered through a computer network. Any statement accessible on the computer network or the internet is understood to be the author's individual point of view and not that of CCPS, its affiliates or employees.

### Legal Considerations

- Student use of technology devices must comply with trademark and copyright laws and all license agreements. If you are unsure, ask a teacher, technology staff or the principal.
- Students may not plagiarize the work of others and must give credit to all sources used, whether quoted or summarized. This includes all forms of media on the internet, such as graphics, movies, music and text.
- Use or possession of hacking software is strictly prohibited, and violators will be subject to disciplinary action.
- Violation of applicable state or federal law will result in criminal prosecution or disciplinary action by CCPS.

### Student Personal Property

The Charles County public school system, and its employees, agents, and contractors, are not responsible for the loss, theft, damage, or destruction of any item brought into school, onto school property, to a school activity or onto a school bus by a student, whether allowed or prohibited.

Bags and backpacks are to be stored in lockers upon arrival to school. Students may carry their laptops in a sleeve and may carry a small hand-sized bag between classes. Free CCPS laptop sleeves will be available to all students, but students may purchase their own bag adhering to the following parameters: sleeves must be specifically designated for laptops no larger than 16-inches; must have handles and/or a shoulder strap; must have interior padding (for laptop and charger); and must not have exterior pockets. Students whose bags are found to be out-of-compliance will be required to take their personal bag home and will receive a CCPS laptop sleeve replacement. Backpacks, satchels, fanny packs, large purses or other bags are not allowed to be carried during the school day.

### Student Dress Code

Suggestive, provocative or excessively tight clothing is not allowed to be worn to school or to school-sponsored activities. CCPS does not allow clothing to be worn on school property or to school-sponsored activities which displays messages or images that are offensive, vulgar, harassing, or otherwise inappropriate for the school setting. Clothing that is judged by the school administration to be disruptive to the orderly school process either by virtue of the design or in the manner in which it is worn is also forbidden.

Members of the CCPS *Code of Student Conduct* Committee, in collaboration with parents, staff, and community members, developed the following systemwide dress code, as amended and approved by the Board of Education.

***The responsibility for the dress and grooming of a student rests primarily with the student and their parent/guardian.***

### Allowable Dress & Grooming

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on the sides.
- Clothing must cover undergarments.
- Fabric covering all private parts must not be see through.

- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff at all times.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, technical education, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

### Non-Allowable Dress & Grooming

- Clothing may not depict, advertise, or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity, sexual acts or violence, or obscenities.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups.
- Clothing may not include gang identifiers and must not threaten the health or safety of any other student or staff.
- If the student's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

**Note:** *Administrators have the flexibility to exercise their judgment to determine if a student's attire is considered disruptive, distracting or a safety hazard. Exceptions may be granted for medical or religious reasons.*

### Transportation

An essential element of the education process is the safe and efficient transportation of students as they travel between home and school. The success of this undertaking relies on the collective responsibility and efforts of drivers, students, parents, schools, and the transportation department. School bus drivers go through a rigorous driver training and certification process set forth by school system, state, and federal regulations. This driver preparation includes annual training regarding safe driving methods and student behavior management techniques for all drivers provided by CCPS Transportation.

Maryland State Board of Education regulations require school systems to hold two school bus evacuation drills during the school year. One drill is conducted in the fall and another is conducted in the spring. Bus evacuation drills teach students how to react in a possible emergency situation.

**Prekindergarten and kindergarten students will not be left unattended when dropped off at bus stops.** If the parent or other responsible adult is not present at the drop-off, the driver will return the child to school where it will be the parent's responsibility to pick up the child. Adults should plan to be at the bus stop before the bus arrives. Should this become a continual problem, the student could receive a suspension of bus privileges. The school office should be notified immediately when an emergency situation arises that prevents the parent or other responsible adult from being at the bus stop.

**Student transportation to and from school is a privilege and not a right** unless special transportation is authorized/documented on the student's Individualized Education Program (IEP) or Section 504 Accommodation Plan. The public school system is not required to transport students to and from school, and students may be denied transportation if they violate the rules set forth by the school and the transportation department. Inappropriate behavior on the school bus is considered serious, unsafe misconduct, as this type of behavior on a bus may have more severe implications. Infractions are handled at the school level.

A student's bus riding privileges may be suspended for a period of time or for the remainder of the school year. Any action on a school bus that could result in a suspension from school may also result in a suspension from the school bus for any amount of time up to and including the remainder of the school year. This may include any violation of the *Code of Student Conduct* while on a school bus, such as the possession of a weapon, alcohol, tobacco, or a controlled dangerous substance.

Students suspended from their school bus may not ride any other school bus to or from school while they are on bus suspension. Parents are notified by school staff if there is a bus infraction and of the disciplinary action taken. Any student suspended from the bus may be required to attend a re-admit conference with parents and school officials before being granted school bus riding privileges. The school bus ride is an extension of the school day, and consequences of student misbehavior may result in school disciplinary measures being taken that might include suspension from school.

### **School Bus Rules**

1. Be courteous and respectful of the driver and all passengers; use no profane or abusive language. Bullying or harassing behaviors are unacceptable.
2. Keep the bus clean. Drinking, eating, or chewing gum on the bus is prohibited.
3. Keep the aisle clear for the safety of everyone on the bus.
4. Enter and leave the bus through the front door. Rear doors are to be opened only for emergencies.
5. Be respectful of all property and avoid accidentally or intentionally damaging or defacing any part of the bus. Any malicious or willful damage to a school bus may result in the immediate suspension of transportation services for the student involved. In addition, the parents and student are responsible for any damages caused by students. Continuation of bus riding privileges will only be considered after consultation with the parent, school administration, and transportation department representatives and a plan for restitution is made.
6. Consider the health and well-being of those on the bus. The action(s) of one student could unintentionally cause harm or discomfort to the driver, attendant, and other passengers. Students must:
  - a. Remain seated in the seat assigned until the bus comes to a complete stop.
  - b. Keep body parts to yourself and inside the bus at all times.
  - c. Never throw objects on or outside of a bus as it could cause injuries or accidents.
  - d. Respect the driver and fellow riders.
  - e. Be considerate of others; spraying perfume/cologne/deodorant etc. on the bus is prohibited.

### **Student Responsibilities**

- Students should arrive at their assigned bus stop five minutes before the regularly scheduled bus arrival time; any students waiting in vehicles must be out of the vehicle when the bus approaches.
- Students should wait for the school bus in a safe and orderly fashion, well out of the way of traffic.
- All students should wait until the bus has completely stopped and has activated the flashing red lights before moving toward the bus. Students who must cross the roadway should check that the roadway is clear of traffic before moving toward the bus.
- Students should board the bus in a quiet and orderly fashion and should always use the bus handrail and steps in a safe manner.
- Students must follow staff directions in and around the school bus parking lot to ensure safe boarding and unloading.

### **While on the Bus**

- Students must walk to their assigned seats and be seated as quickly as possible.
- Students must obey the directions of the bus driver and other school staff at all times.
- Students must remain in their assigned bus seats, facing forward with feet out of the aisle and hands, arms, and head inside the bus. Changing seats while the bus is in motion is prohibited.
- Students may talk in a normal manner, but loud, profane, obscene, or harassing language is not permitted.
- Students may not throw objects out of bus windows or yell or gesture at individuals outside the bus or in other vehicles.
- Students may not sit in the driver's seat or tamper with any controls or bus equipment unless a student is directed to do so by the bus driver.

**When Unloading from the Bus**

- Students must wait until the bus comes to a complete stop before getting out of their seat.
- All headphones, earbuds, AirPods or other ear pieces used to transmit music should be removed while exiting the bus.
- Students must get off the bus only at their regularly assigned bus stop unless school permission has been previously granted.
- Students should use the handrail near the step to avoid mishaps and accidental tripping when leaving the bus.
- Students should never walk behind the bus to cross the street. Traffic should be checked carefully before crossing the street in front of the bus.
- Students who must cross the road after leaving the bus must do so prior to the bus's departure from the stop and approximately 10 feet in front of the stopped bus while the bus's flashing red lights are activated.

**What is Permitted on the Bus**

Students may transport their book bags or other allowed items on the bus as long as the books and other items:

- can be held on the student's lap without interfering with other students in the same seat, extending into the aisle or through a window, and extending above the student's chin; or
- can fit under the student's seat without blocking or extending into the aisle. At no time may any item be transported if the item negatively affects safety or causes a disruption of the driver's schedule.

**What is NOT Permitted on the Bus**

- Glass or other breakable containers;
- Pets or animals, unless approved in advance by the school administration;
- Sharp instruments that could cause damage to the interior of the bus or be considered a weapon;
- Skateboards/scooters;
- Balloons; and
- Any other item, the possession of which violates the *Code of Student Conduct*.

**School Bus Video Surveillance**

CCPS reserves the right to videotape students on school buses. This might include both audio and video recording. The use of recording systems helps to deter and investigate inappropriate student behavior, gather information in case of an emergency, and evaluate bus drivers.

**Cell Phone/Personal Electronic Devices**

See Cell Phone and Personal Electronic Devices section for use on school buses or school-chartered vehicles.

## **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 commensurate with the student disciplinary infraction. Each repeated infraction will be addressed at the next (progressive) level of discipline response until the maximum level is reached, as appropriate, per the nature or frequency of the behavior violation. 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. Administrators may use lower-level responses at any time during the intervention process in addition to the consequences selected from the recommended level of response, based on the specific or repeated violation. Behavioral infractions listed on the following pages, while not exhaustive, are examples of the types of behavior that the Board of Education considers unacceptable. 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. The following levels of responses may also apply to the school bus as appropriate.

### **Levels of Response**

<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>	<b>LEVEL 5</b>
<b><i>Classroom, Support and Teacher-led Responses</i></b> 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.	<b><i>Classroom, Support and Corrective Responses</i></b> 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.	<b><i>Support, Short-term Removal and Administrative Responses</i></b> 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.	<b><i>Support and Out of School Removal Responses</i></b> 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.	<b><i>Support, Extended Out of School Removal, Referral Responses</i></b> 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.
<b>Examples of Responses</b>	<b>Examples of Responses</b>	<b>Examples of Responses</b>	<b>Examples of Responses</b>	<b>Examples of Responses</b>
-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 -Check-in/check out	-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 -Detention -Trauma informed practices -Interventions listed in Level 1 may also be used	-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 -Saturday School -Referral to Student Support Team -Functional Behavioral Assessment/Behavioral Intervention Plan -Parent Shadowing -Interventions listed in Levels 1 - 2 may also be used	-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	-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 &amp; Corrective Responses</i>	Level 3 <i>Support, Short-term Removal, &amp; 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>
<b>Class Cutting</b> Excused reasons may include: participation in an authorized school activity, administrative, counseling or other authorized meeting, or authorized visit to the health room/lactation space in the school building.	Failing to attend a class without an excused reason				
	Persistently failing to attend a scheduled class without excused reasons				
	Leaving school grounds without permission				
<b>Tardiness</b> 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				
<b>Truancy</b> 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				
<b>Disrespect</b> Disrespect includes all school settings, including virtual.	Making intentional and harmful or offensive gestures, verbal or written comments, or symbols to others (e.g., verbal or intentionally engaging in chronic and extreme disrespect that disrupts the educational process and creates a substantial barrier to learning for other students across the school day)				
	Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority				
	Intentionally engaging in chronic and extreme disrespect that disrupts the educational process and creates a substantial barrier to learning for other students across the school day				
<b>Disruption</b> Disruption of the learning environment includes all school settings, including virtual.	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, gambling)				
	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				



<b>Key</b> The lowest level of intervention should be used first when appropriate; higher levels of responses should be considered for repeated or more serious offenses	<b>Level 1</b> <i>Classroom and Support Responses</i>	<b>Level 2</b> <i>Classroom, Support &amp; Corrective Responses</i>	<b>Level 3</b> <i>Support, Short-term Removal, &amp; Administrative Responses</i>	<b>Level 4</b> <i>Support, Out of School Removal Responses</i>	<b>Level 5</b> <i>Support, Extended Out of School Removal, Referral Responses</i>
<b>Dress Code</b> Refer to the dress code outlined earlier in this <i>Code of Student Conduct</i> .	Violating dress code, after student has been warned				
	Persistently violating dress code after the student has been warned				
<b>Bullying And Harassment</b> 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 <a href="http://www.ccboe.com">www.ccboe.com</a> , and in this <i>Code of Student Conduct</i> .		Engaging in bullying or harassment, whether verbal, physical or in writing, including but not limited to cyberbullying, hazing, teasing, and intimidation  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)			
		Engaging in persistent bullying or harassment			
<b>Sexual Harassment</b> 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 <a href="http://www.ccboe.com">www.ccboe.com</a> , and in this <i>Code of Student Conduct</i> .		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)			
		Engaging in persistent or extreme sexual harassment			

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 &amp; Corrective Responses</i>	Level 3 <i>Support, Short-term Removal, &amp; 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>
<b>Sexual Activity</b> School staff may refer student to appropriate counseling and may contact law enforcement to report any crime that may have occurred.		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)			
<b>Sexual Attack</b> School staff should refer student to appropriate counseling and may contact law enforcement to report any crime that may have occurred.			Intentionally engaging in behavior toward another that is physically and sexually aggressive		
<b>Threat to Adult or Student and/or Extortion</b> Trained school staff should conduct a threat assessment and may contact law enforcement to report any crime that may have occurred.	Expressing-orally, in writing, or by gesture-intent to do physical harm to others				
		Engaging in extortion, which is using a threat (without a weapon) to get a person to turn over property			
		Engaging in repeated or excessive threats or extortion			
<b>False Alarm/Threat of Violence</b> 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.			Initiating or spreading a warning of a fire or other catastrophe without cause (e.g., pulling a fire alarm or misusing 911 or posting or sharing texts or social media messages or other communications that incite fear or cause a disruption to school activities)		
				Making a bomb threat or threatening a school shooting	
<b>Academic Dishonesty</b> In addition to being disciplined, students may receive consequences related to the coursework, including a failing or reduced grade and additional assignments.	Plagiarizing, such as by taking someone else's ideas; forgery, such as by falsifying a signature of a teacher or parent, or misrepresenting your identity; 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; cheating; or violating copyright laws.				

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 &amp; Corrective Responses</i>	Level 3 <i>Support, Short-term Removal, &amp; 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>
<b>Theft</b> 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				
		Repeatedly taking or attempting to take property without owner's permission, where the taker is an elementary school student			
		Intentionally taking or attempting to take property without owner's permission, where the taker is a secondary student			
<b>Destruction of Property</b> 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				
		Intentionally causing damage to school/other's property, where the wrongdoer is a secondary student.			
<b>Alcohol</b> 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		
<b>Inhalants</b> 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		

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 &amp; Corrective Responses</i>	Level 3 <i>Support, Short-term Removal, &amp; 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>
<b>Drugs/ Controlled Substances</b> 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 Being under the influence of illegal drugs Using/possessing/purchasing/attempting to purchase illegal drugs, look-alike versions of these drugs, or drug paraphernalia Distributing/selling non-illegal or illegal drugs or look-alike versions of these drugs, or drug paraphernalia		
<b>Tobacco</b> School should refer student to appropriate tobacco education program.	Using/possessing/distributing tobacco/vape/e-cigarettes/tobacco paraphernalia (including matches and lighters), or look-alikes of these items				
<b>Fighting</b> 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	
<b>Physical Attack</b> 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	
<b>Serious Bodily Injury</b> 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	
<b>Trespassing</b> 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			

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 &amp; Corrective Responses</i>	Level 3 <i>Support, Short-term Removal, &amp; 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>
<b>Inappropriate Use of Personal Electronics</b> Excludes the use of a device in an emergency or preapproved situation.	Having out a personal electronic device (first offense)				
	Having out a personal electronic device (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.		
<b>Camera/Video/Audio Misuse</b>	Possessing or using cameras, audio or video recording devices, or electronic or computer recording devices (including cell phones) without proper permission.				
<b>Computers/Technology/Telecommunications Misuse</b>	Possessing or using computers, technology, or telecommunications in any manner prohibited by the school system, as provided in this document.				
<b>Explosives</b> 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, which 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)		
				Detonating or threatening to detonate an incendiary or explosive device or material, including those described above	
<b>Firearms</b> School staff may contact law enforcement to report any crime that may have occurred.					Possessing a firearm (e.g., handgun)
<b>Other Guns</b> 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	

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 &amp; Corrective Responses</i>	Level 3 <i>Support, Short-term Removal, &amp; 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>
<b>Other Weapons</b> 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	
<b>Arson/Fire</b> 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	
<b>Filing False Reports</b>	Intentionally filing a false or malicious report against staff or other student				



## BULLYING, HARASSMENT OR INTIMIDATION REPORTING FORM

### Directions:

The Bullying, Harassment or Intimidation Reporting Form should be used to report alleged incidents of bullying, harassment, or intimidation that occurred during the current school year on school property, at a school-sponsored activity or event off school property, on a school bus, on the way to and/or from school, or through electronic communication on or off school property. School staff will address incidents that occur at school or have a connection or nexus back to the school setting that create a risk of harm to other students while they are at school or interfere with the educational environment.

If you are a student, the parent/guardian or caregiver of a student, a close adult relative of a student, a school staff member, or a bystander and wish to report an incident of alleged bullying, cyberbullying, harassment, or intimidation, please complete this form and return it to the school principal.

You may contact the school for additional information or assistance at any time. (Bullying, cyberbullying, harassment, and intimidation definitions are provided below.)

### Definitions:

**Bullying\***— is unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. In order to be considered bullying, the behavior must be intentional and include: 1) *An imbalance of power* (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) *Repetition* (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

**Cyberbullying\***— is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

**Harassment** — includes actual or perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

**Intimidation** — is any communication or action directed against another student that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation.

### (PLEASE PRINT ALL INFORMATION)

Today's date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
Month Day Year

School: \_\_\_\_\_

School System: \_\_\_\_\_

#### PERSON REPORTING INCIDENT

Name: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Place an **X** in the appropriate box: ☐ Student ☐ Parent/guardian of a student ☐ Close adult relative of a student ☐ School Staff  
☐ Bystander

#### 1. Name of alleged targeted student(s):

_____	Age: _____	Days absent as a result of the incident: _____
_____	Age: _____	Days absent as a result of the incident: _____
_____	Age: _____	Days absent as a result of the incident: _____

#### 2. Name of alleged witness(es) (if known):

_____	Age: _____	School _____	Is he/she a student? <input type="checkbox"/> Yes <input type="checkbox"/> No
_____	Age: _____	School _____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	Age: _____	School _____	<input type="checkbox"/> Yes <input type="checkbox"/> No

#### 3. Name(s) of alleged offender(s) (if known):

_____	Age _____	School _____	Is he/she a student? <input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No
_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No

#### 4. On what date(s) did the incident happen?:

_____ / _____ / _____	_____ / _____ / _____	_____ / _____ / _____
Month Day Year	Month Day Year	Month Day Year

**5. Place an X next to the statement(s) that best describes what happened (choose all that apply):**

- |  |  |
|--|--|
| <input type="checkbox"/> Actions/comments related to the student's race/ethnicity                    | <input type="checkbox"/> An act or threat of retaliation   |
| <input type="checkbox"/> Actions/comments related to the student's national origin                   | <input type="checkbox"/> Gang related/gang recruitment   |
| <input type="checkbox"/> Actions/comments related to the student's religion                          | <input type="checkbox"/> Human trafficking/prostitution recruitment                                  |
| <input type="checkbox"/> Actions/comments related to the student's sex                               | <input type="checkbox"/> Any bullying, harassment, or intimidation that involves physical aggression |
| <input type="checkbox"/> Actions/comments related to the student's Immigration status                | <input type="checkbox"/> Cyberbullying (social media, text messages, etc.)                           |
| <input type="checkbox"/> Actions/comments related to the student's family/parental or marital status | <input type="checkbox"/> Teasing, name-calling, making critical remarks                              |
| <input type="checkbox"/> Actions/comments related to the student's socio-economic status             | <input type="checkbox"/> Demeaning or making the student the target of jokes                         |
| <input type="checkbox"/> Actions/comments related to the student's academic performance              | <input type="checkbox"/> Making rude and/or threatening gestures                                     |
| <input type="checkbox"/> Actions/comments related to the student's perceived sexual orientation      | <input type="checkbox"/> Excluding or rejecting the student  |
| <input type="checkbox"/> Actions/comments related to the student's gender expression                 | <input type="checkbox"/> Intimidating, extorting, exploiting the student                             |
| <input type="checkbox"/> Actions/comments related to the student's gender identity                   | <input type="checkbox"/> Getting another person to target or demean the student                      |
| <input type="checkbox"/> Actions/comments related to the student's disability                        | <input type="checkbox"/> Spreading hurtful rumors or gossip  |
| <input type="checkbox"/> Actions/comments related to the student's physical appearance               | <input type="checkbox"/> Racial/ethnic harassment  |
| <input type="checkbox"/> Demeaning behavior to impress others  | <input type="checkbox"/> Sexual harassment   |
| <input type="checkbox"/> Demeaning behavior just to be mean  | <input type="checkbox"/> Other: (Please Specify) _____   |

**6. Where did the incident happen (choose all that apply)?**

- |   |   |
|---|---|
| <input type="checkbox"/> On school property (please specify location) _____ | <input type="checkbox"/> At a school-sponsored activity or event off school property    |
| <input type="checkbox"/> On the way to/from school*                         | <input type="checkbox"/> Off school property or at a school-sponsored activity or event |
| <input type="checkbox"/> On a school bus                                    | <input type="checkbox"/> Digital device on school property                              |
| <input type="checkbox"/> During virtual learning                            | <input type="checkbox"/> Digital device off school property                             |
| <input type="checkbox"/> Other (please specify): _____                      |   |

\*Will be collected unless specifically excluded by local board policy

**7. Describe the incident(s), including what the alleged offender(s) said or did.** \_\_\_\_\_

(Attach a separate sheet if necessary)

**8. Why did the bullying, cyberbullying, harassment and/or intimidation occur?** \_\_\_\_\_

(Attach a separate sheet if necessary)

**9. Did a physical injury result from this incident? Place an X next to one of the following:**

- |                             |  |   |
|-----------------------------|--|---|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes, but it did not require medical attention | <input type="checkbox"/> Yes, and it required medical attention |
|-----------------------------|--|---|

**10. If there was a physical injury, do you think there will be permanent effects?** ☐ Yes ☐ No

**11. Was the alleged targeted student absent from school as a result of the incident?** ☐ Yes ☐ No

If yes, how many days was the alleged targeted student absent from school as a result of the incident? \_\_\_\_\_

**12. Did a psychological injury result from this incident? Place an X next to one of the following:**

- |                             |   |   |
|-----------------------------|---|---|
| <input type="checkbox"/> No | <input type="checkbox"/> Yes, but psychological services have not been sought | <input type="checkbox"/> Yes, and psychological services have been sought |
|-----------------------------|---|---|

**13. Is there any additional information you would like to provide?** \_\_\_\_\_

(Attach a separate sheet if necessary)

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The Charles County public school system does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability in its programs, activities or employment practices. For inquiries, please contact Kathy Kiessling, Title IX/ADA/Section 504 Coordinator (students) or Nikial M. Majors, Title IX/ADA/Section 504 Coordinator (employees/adults), at Charles County Public Schools, Jesse L. Starkey Administration Building, P.O. Box 2770, La Plata, MD 20646; 301-932-6610/301-870-3814. For special accommodations call 301-934-7230 or TDD 1-800-735-2258 two weeks prior to the event.

CCPS provides nondiscriminatory equal access to school facilities in accordance with its Use of Facilities rules to designated youth groups (including, but not limited to, the Boy Scouts). Charles County Public Schools Jesse L. Starkey Administration Building P.O. Box 2770 La Plata, Maryland 20646

**Please remove the Bullying, Harassment  
or Intimidation Reporting Form  
from the booklet for your records.**

**Review, sign and date the form located  
on the next page, and return it to your  
child's school.**

**This page left intentionally blank.**

August 2023

**Board of Education of Charles County**

The *Code of Student Conduct* explains certain Board of Education policies and consequences for behavioral infractions. This is an opportunity for parents to communicate expectations for behavior to their child. Please take the time to review the contents of this booklet to ensure that you understand the importance of knowing and following the rules, including disciplinary infractions listed on pages 18-25, internet use, technology and safety guidelines, and bus transportation rules.

Your signature below indicates that you have received and reviewed the contents of this booklet. Please remove this form and return it to your child's school. If you have any questions or comments, please call 301-392-7510. A copy of the *Code of Student Conduct* is also posted on the school system website at [www.ccboe.com](http://www.ccboe.com).

\_\_\_\_\_  
Printed Name of Student

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name of Parent/Guardian

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Homeroom Teacher

\_\_\_\_\_  
School Student Attends

\_\_\_\_\_  
Grade