

# SCHOOL CLIMATE and SAFETY UPDATE

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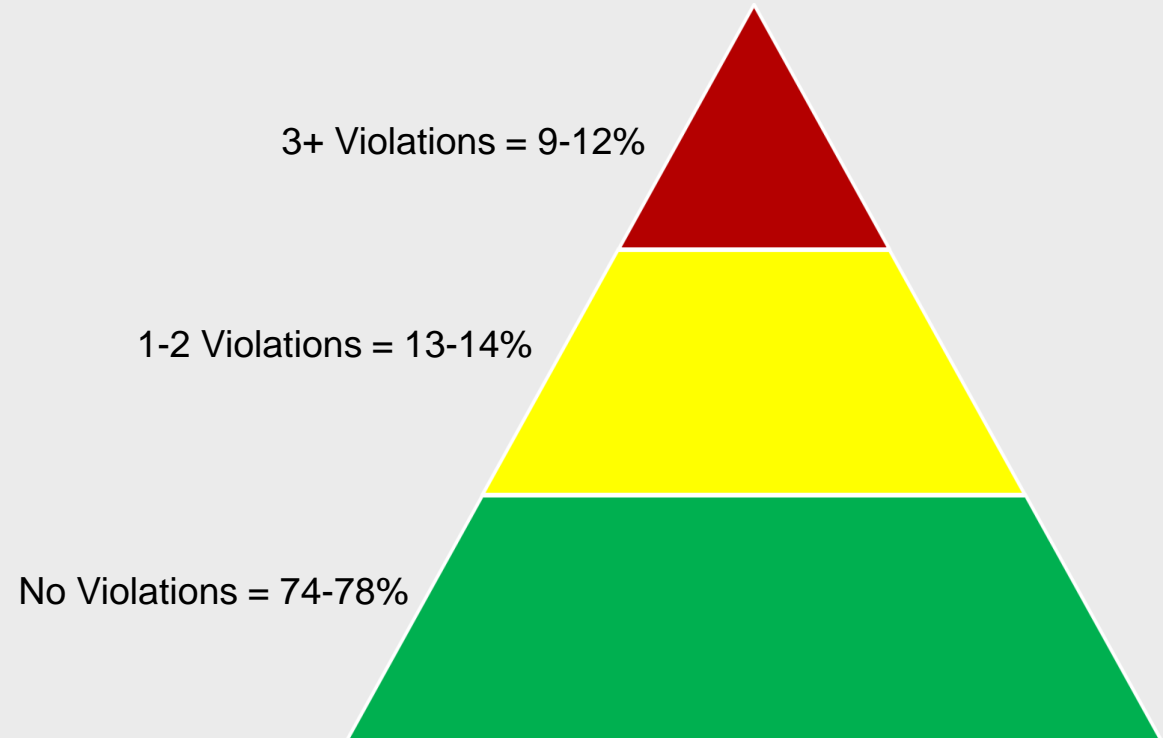
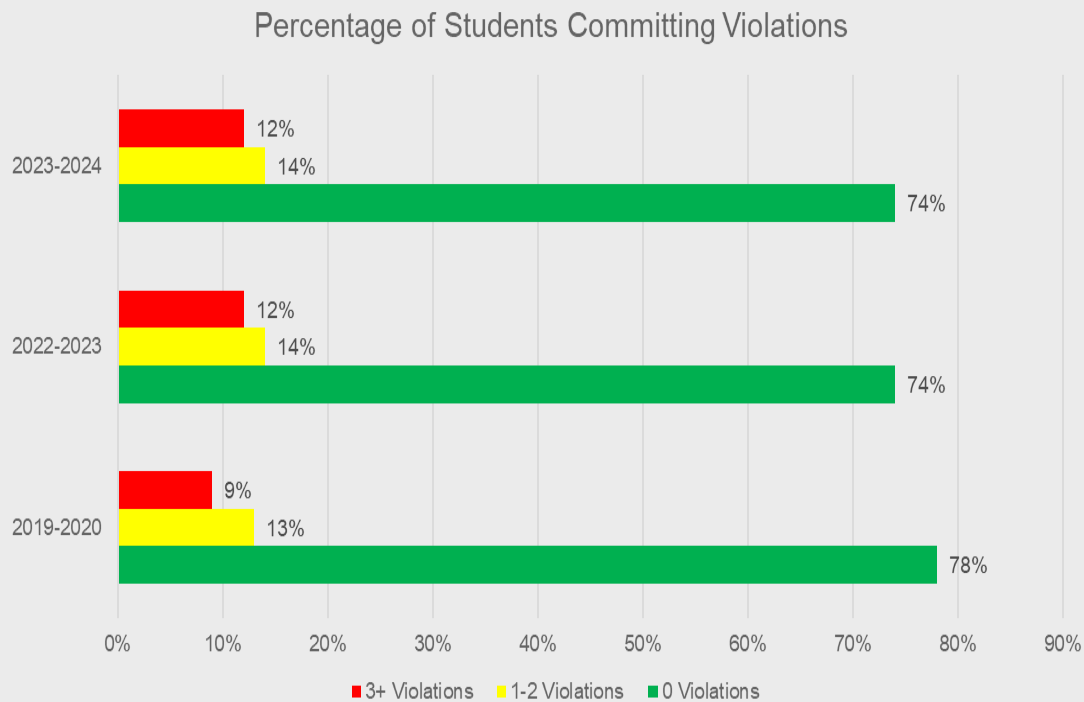


November 4, 2024

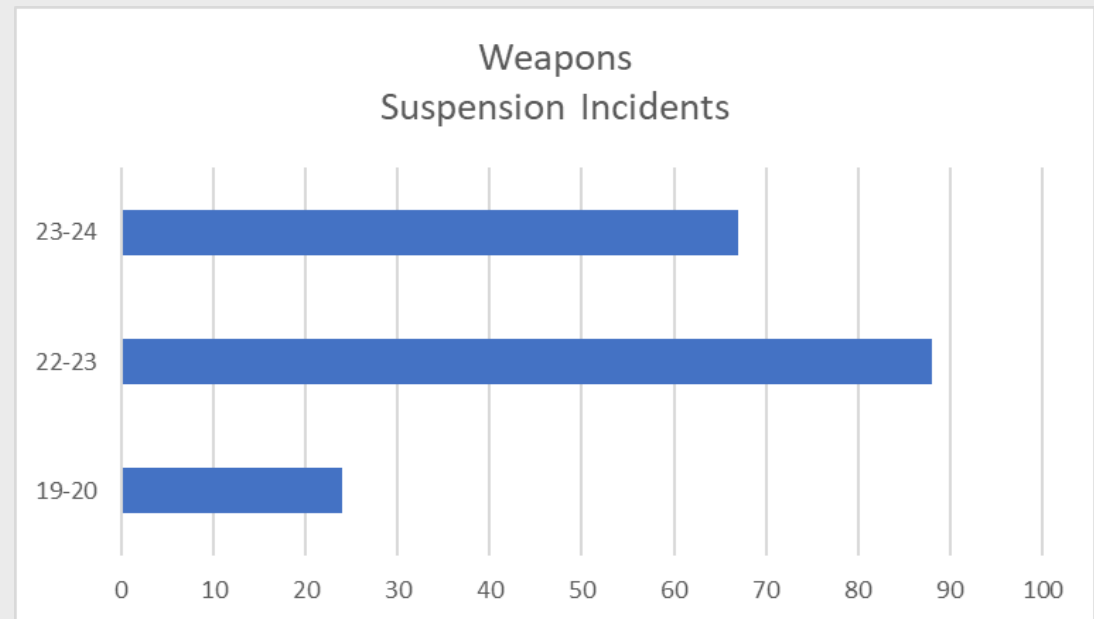
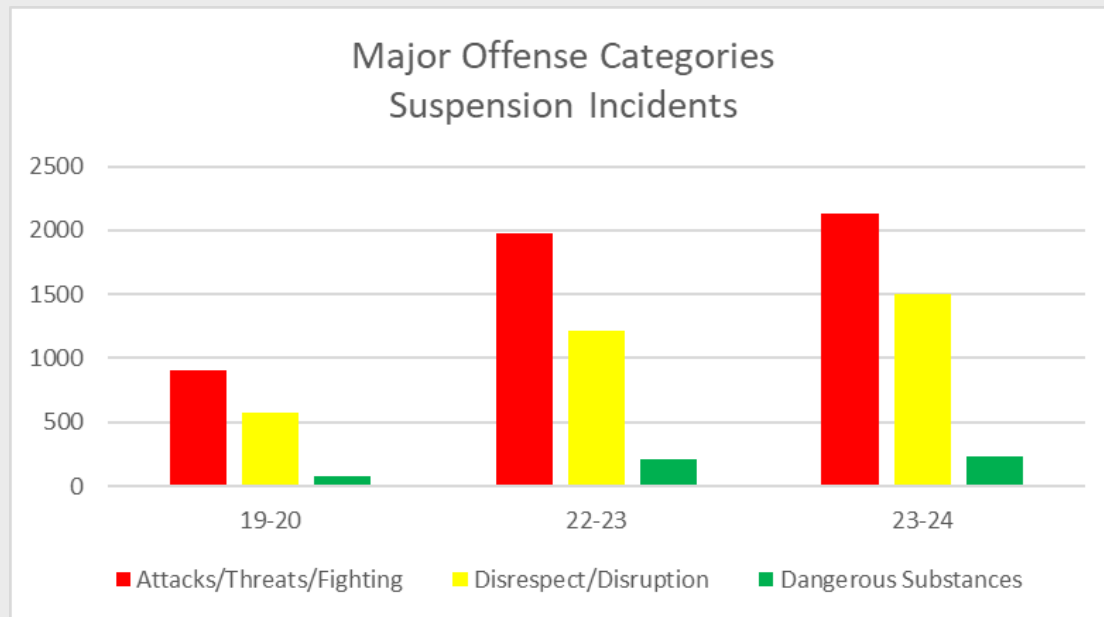
# AGENDA

- Historical Perspective and Hot Buttons
- Takeaways and Action Steps
- School Discipline/Legal Parameters
- Code of Student Conduct
- Revised Penalties
- Exclusionary Practices
- Prevention and Restoration
- Questions and Answers

# HISTORICAL PERSPECTIVE: GROUNDING THE WORK AS A POINT OF REFERENCE



# HISTORICAL HOT BUTTONS: AREAS OF STRATEGIC FOCUS



## **TAKEAWAYS and ACTION STEPS**

- Assemblance of the Code of Student Conduct Committee (many stakeholders)
- Extended limits of consequences (commensurate with behavior escalation)
- Enhance administrator training for consistent application
- Offer teacher support for classroom management
- Encourage community-based wraparound services

# School Discipline Legal Parameters

Student discipline must occur in accordance with laws enacted by the federal and state governments and policies and regulations created by the Maryland State and Charles County Boards of Education.



Actions at a lower level cannot contradict or violate the laws/guidance enacted at a higher level (i.e., CCPS cannot pass policies or enact regulations that violate state or federal laws or the Constitution).

All student discipline involves the provision of due process to students (i.e., questioning and/or obtaining statements from students and witnesses).



Charles County Public Schools

*Working together to achieve excellence for every student.*

## **Code of Student Conduct** ***2024-2025 School Year***

### **The CCPS Code of Student Conduct**

Ensures that decisions about student discipline are made on an individualized basis, taking into account “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.”

# CODE of STUDENT CONDUCT: LEVELS of RESPONSE 1-3

1

## *Classroom Support and Teacher-led Responses*

These responses are designed to teach and support appropriate behavior so students are respectful, can learn, and contribute to a safe school environment. Teachers are encouraged to utilize a variety of instructional and **classroom management strategies**.

### **Examples of responses:**

- 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

2

## *Classroom, Support and Corrective Responses*

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.

### **Examples of responses:**

- 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**

3

## *Support, Short-term Removal and Administrative Responses*

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.

### **Examples of responses:**

- Parent/guardian/student conference with administrator
- In-school intervention/suspension
- Referral to school psychologist, PPW
- Referral to community-based organization
- Class schedule change
- Removal from extracurriculars
- 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**



# CODE of STUDENT CONDUCT: LEVELS of RESPONSE 4 & 5

4

## *Support and Out of School Removal Responses*

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.

### **Examples of responses:**

- 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

5

## *Support, Extended Out of School Removal, Referral Responses*

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.

### **Examples of responses:**

- 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

<https://www.ccboe.com/departments/student-services/student-support/code-of-student-conduct>

# REVISED PENALTIES: CONSEQUENCES EXTENDED

(22 revisions of 27 categories)

Category	Infraction	Previous Level(s)	New Level(s)
Class Cutting	Failing to attend class without an excused reason	1	1-2
Class Cutting	Persistently failing to attend class without excused reasons	1-2	1-3
Class Cutting	Leaving school grounds without permission	Deleted; added to disruption	
Tardiness	Arriving late to class/school without an excused reason	1	1-2
Truancy	Being absent from school or assigned activity without an excused reason	1	1-2
Disrespect	Being insubordinate or persistently disrespectful	2-3	2-4
Disruption	Intentionally and persistently engaging in minor disruptive behavior	1-3	2-3
Disruption	Intentionally engaging in moderate to serious disruptive behavior (incl. leaving school grounds)	1-4	2-4
Disruption	Intentionally engaging in chronic/extreme behavior	1-5	2-5
Dress Code	Persistent violations following warning	1-3	2-3
Bullying & Harassment	Persistent bullying/harassment	2-5	3-5
Sexual Harassment	Persistent or extreme sexual harassment	2-5	3-5
Sexual Attack	Intentionally engaging in physically and sexually aggressing behavior	3-5	4-5
Threat to Adult/Student and/or Extortion	Engaging in repeated, excessive, or extreme threats or extortion	2-5	3-5
Theft	Secondary – intentionally taking or attempting to take the property of another	2-5	3-5
Destruction of Property	Elementary	1-3	1-4
Destruction of Property	Secondary	2-5	3-5

# REVISED PENALTIES: CONSEQUENCES EXTENDED, *cont.*

Category	Infraction	Previous Level(s)	New Level(s)
Alcohol	Distributing/selling	3-5	4-5
Inhalants	Distributing/selling	3-5	4-5
Drugs	Under the influence of illegal drugs	3-5	4-5
Drugs	Using, possessing, purchasing, attempting to purchase illegal drugs	3-5	4-5
Drugs	Distributing or selling illegal or non-illegal drugs	3-5	4-5
Fighting (revised definition)	Engaging in an altercation which may be small, spontaneous, and short, that involves pushing, shoving, and/or grabbing but does not involve punching and/or an exchange of blows.	n/a	2-4
Fighting (revised definition)	Engaging in a fight, which may be small, spontaneous, and short, and/or result only in minor cuts, scrapes, bruises, and does not involve intentional or unintentional hitting or injuring of school staff.	n/a	3-4
Fighting (revised definition)	Engaging in a fight, which may be large, pre-planned, extended, and/or resulting in major injuries or is otherwise especially serious, or involves the intentional or unintentional hitting or injuring of school staff.	n/a	4-5
Physical Attack on Student	Where the offender is a secondary student	2-5	3-5
Physical Attack on Staff	Where the offender is a secondary student	3-5	4-5
Serious Bodily Injury	Intentionally behaving in a way that unintentionally causes a serious bodily injury	3-5	4-5
Trespassing	Being on school property without permission, including while on suspension	1-4	1-5
Camera, Video, Audio Misuse	Possessing/using cameras, audio, or video recording devices without permission	1-4	1-5
Filing False Reports	Intentionally filing a false or malicious report against a staff member	n/a	3-5

# Exclusionary Practices

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Short term suspensions = 3-5 days</li><li>• Long term suspensions = 4-10 days</li></ul> | <ul style="list-style-type: none"><li>• Extended suspensions = 11-44 days</li><li>• Expulsions = 45+ days</li></ul> |
|---|---|

The Superintendent may only issue suspensions and expulsions via their designee: the Director of Student Engagement & Conduct/the Hearing Officer.

- Hearing Officer reviews the information and meets with the student, family, and school team
- Rules on the case and renders consequences accordingly
  - Options include:
    - 45-days out – to alternative school (Robert D. Stethem Educational Center)
    - Written assignment or apology
    - Participation in Teen Court
    - Enrollment in drug awareness/cessation class
    - Community Service hours assigned
    - Administrative school or bus change
    - Upon return from supervision
      - transition through ISR back to mainstream
      - class schedule changes
      - check-in/check-out/counseling sessions
      - mentor assignment
  - Expulsion for most extreme cases, i.e., firearms

<b>Proactive Measures</b>	<b>Restorative Supports</b>
Administrator training for consistent application of the Code of Student Conduct	Provide fresh start/clean slate
Teacher Professional learning – well-planned lessons	Facilitate restorative circle sessions
Assigning of mentors	Offer peer mediation
Daily “Move this World” behavior lessons	Activate Therapeutic ISI/ISR programs
PBIS goal setting/praise/recognition	Assign BASE (behavior violation) lessons
Provide incentivizing activities	Refer families to specific mediation services (CCMC)
Relationship-building through Check-in/Check-out	Solicit support from other outside agencies
Counseling sessions (social skills/conflict resolution)	Develop behavior contracts during re-admit conferences

THANK YOU



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