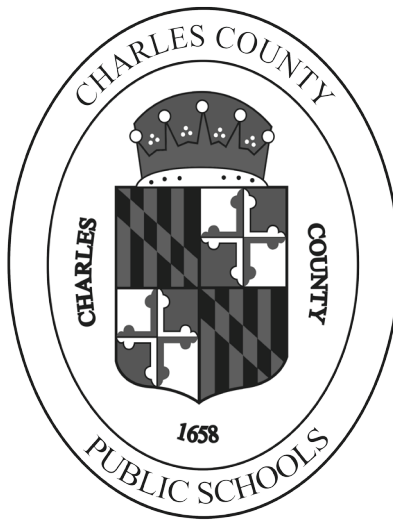


Charles County Public Schools

2017-18

Code of Student Conduct



This booklet provides guidelines and procedures for student conduct and discipline in Charles County Public Schools. 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, 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 contract and bus transportation rules.

Any student not returning a signed contract will not be allowed to access the internet at school. The Bullying, Harassment or Intimidation Reporting Form is also posted on the school system website, www.ccboe.com.

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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 Dr. Patricia Vaira, Title IX/ADA/Section 504 Coordinator (students) or Marvin Jones, 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.

September 2017

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, but they also provide 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 children. 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 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,



Kimberly A. Hill, Ed.D.
Superintendent of Schools

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 conferencing, 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 tiered interventions. CCPS uses a range of learning strategies and disciplinary responses that support teaching and learning and reward positive behaviors. The goal is to administer discipline in a way that keeps students 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;
- 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*.

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 – Repeated intentional, unwanted or unprovoked behavior that is meant to hurt or harm another student whether it is physical, verbal, written or social.

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 without permission from the 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, 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 take or transmit 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.

Checking in 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 classroom strategies such as time-out, teacher-student conference, reflection chair, redirection, 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; and
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.

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

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, death in the student's immediate family, court summons, hazardous weather conditions, work (if approved or sponsored by the school), state emergencies, suspension, lack of authorized 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.

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.ccoeb.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 and misconduct 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.

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 request that the police file charges against a student for certain crimes/violations on school property, including but not limited to the following: physical attacks, major fights, disruptive frays, bomb threats, drugs, weapons, and the threat of violence. 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, 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.

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 vice 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 vice 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.

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.

Weapons – Any implement that could potentially cause injury including, but not limited to, guns, ammunition, knives, razors, lasers, clubs, tear gas, mace, pepper spray, tasers and others.

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 starter pistols, by a person 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. Below 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 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, 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

Except as provided in this rule, students may not possess or use cell phones (defined to include all personal electronic devices) on school property, on school buses or school-chartered vehicles, or at any school-sponsored activity before, during, or after the school day. Students attending schools participating in “Bring Your Own Device” programs shall comply with the rules specific to that program, as defined by the school.

Cell phones 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 cell phone is otherwise permitted.

Elementary school students may not possess or use cell phones on school property except under the following conditions:

- A student may possess and/or use a cell phone if that student’s parent or guardian receives written approval from the school principal for a specific purpose. At no time will permission for cell phone possession or use be granted for socializing or other non-essential purposes.
- A student may possess and use a cell phone while attending and not participating in any event held on school grounds after school hours and open to the general public.
- The possession or use of a cell phone must not cause any disruption to the school setting at any time.

Middle school students may not possess or use cell phones on school property except under the following conditions:

- A student may possess a cell phone on school property as long as the cell phone is powered off, stored in the student’s locker, and not used for any purpose on school property. A cell phone set in vibrate or other non-audible mode is not considered “off.”
- A student may possess and use a cell phone if that student’s parent or guardian receives written approval from the school principal for a specific purpose. At no time will permission for cell phone possession or use be granted for socializing or other non-essential purposes.
- A student may possess and use a cell phone while attending and not participating in any event held on school grounds after school hours and open to the general public.

- The possession or use of a cell phone must not cause any disruption to the school setting at any time.

High school students may not possess or use cell phones on school property except under the following conditions:

- Cell phones must not be visible and must be powered off at all times during the school day. A cell phone set in vibrate or other non-audible mode is not considered “off.”
- Cell phones may be used before and after school hours, as defined by the school, but not during a time when the student is aboard a school bus or other school-sponsored vehicle, except as provided below.
- In order to briefly communicate with the student’s parent/guardian/caregiver, a cell phone may be used while traveling to or from a school-sponsored activity on a school bus or other school-sponsored vehicle, as long as the supervising teacher/coach has granted the student permission. At no time will permission for cell phone use be granted for socializing or other non-essential purposes.
- A student may possess and use a cell phone if that student’s parent or guardian receives written approval from the school principal for a specific purpose.

At no time will permission for cell phone possession or use be granted for socializing or other non-essential purposes.

- The possession or use of a cell phone must not cause any disruption to the school setting at any time.

It is the intent of the Superintendent to ensure cell phone possession does not disrupt the learning environment, after-school activities or the safe transportation of students. Therefore, students found to be in violation of this rule are subject to the following disciplinary action:

- Upon the first offense the student shall be warned; the student’s parent or guardian shall be notified; and the cell phone shall be confiscated and returned to the parent or guardian, upon request, after a successful conference with the appropriate school administrator.
- Upon the second offense the student shall be warned and may be disciplined up to and including an in-school suspension as deemed appropriate by the appropriate school administrator; the student’s parent or guardian shall be notified; and the cell phone shall be confiscated and returned to the parent or guardian, upon request, after a successful conference with the appropriate school administrator.
- Upon any additional offense, the student shall be warned and may be disciplined up to and including an out-of-school suspension as deemed appropriate by the appropriate school administrator; the student’s parent or guardian shall be notified; the cell phone shall be confiscated and returned to the parent or guardian, upon request, after a successful conference with the appropriate school administrator; and the principal may remove the privilege of possession and use of cell phones for up to the remainder of the school year.

A student participating in AP testing, state testing, county testing, or other testing as designated by the Superintendent or principal may not possess any personal digital assistants (PDAs), cameras, cell phones, iPods and other MP3 players, or any other non-test related personal electronic devices. This prohibition includes possession by the student directly or in the student’s constructive possession in the testing room, such as in a desk, bag, purse, or clothing. Such possession may lead to discipline up to and including expulsion and may result in the invalidation of the student’s test and other students’ tests.

The Charles County public school system, and its employees and agents, are not responsible for the loss, theft, damage, or destruction of any cell phone, other portable electronic device, or any other personal property.

Internet Use/Contracts

The internet is used to enhance learning and to provide students the use of resources from all over the world. CCPS tries to prevent students from being exposed to objectionable or offensive materials. The staff does its best to guide and monitor student use of the internet, but staff cannot be held liable if a student accidentally or willfully goes to an objectionable site.

All students who plan to take advantage of internet connections at school must sign, together with their parents, the back page of this booklet. Any student not returning a signed contract will not be allowed to access the internet at school.

Internet contract for elementary school students

- When the student is in the computer lab or the media center, the student will use the internet only for school-related projects and visit only the sites assigned by teachers. The student will use all computer equipment with care and respect. The student will print only information that the teacher has approved.
- When using computers in school, the student will be respectful of the computer rights of others. The student will not type or use any inappropriate or unacceptable words on the computer. Students who encounter any type of inappropriate materials will immediately notify a teacher.
- The student will limit use of the internet in school for education purposes assigned by the teacher. The student will not surf the internet or visit chat rooms. The student will never log on to the internet without permission from a teacher or supervising staff member.

Internet contract for middle and high school students

1. Acceptable uses of the internet using school system networks include:
 - searching for information on school-related projects using approved search engines;
 - accessing reference, newspaper or periodical services made available to students by subscription to Charles County Public Schools;
 - downloading information related to schoolwork;
 - communicating via email for school-related purposes.
 - accessing the internet only for school-related activities;
 - remaining responsible for their behavior on the internet just as they are for their behavior in a classroom or on school property;
 - using language acceptable to the workplace and school on the internet;
 - following the same code of conduct as required by *CCPS Code of Student Conduct*;
 - reporting any harassment encountered on the internet to a teacher; and
 - respecting the privacy of others.
2. Students may not:
 - access social media sites such as Facebook, Twitter, Instagram, etc.;
 - bully or harass any other individual using electronic communications, either directly or indirectly, on or off school grounds;
 - use offensive, obscene, libelous, disruptive or inflammatory language, pictures or other material on any computer or network;
 - install their personal service provider's software on school equipment and may not log in to their personal service provider using school equipment;
 - reveal their home phone numbers, addresses or other personal information;
 - use someone else's password or account number;
 - copy or download materials in violation of copyright laws;
 - attempt to degrade or disrupt system performance or attempt to enter and/or destroy computer systems and files;
 - repost personal communications without the author's prior consent;
 - make personal purchases or unauthorized orders using the school system's name; and
 - download or copy information onto discs, hard drives or other peripheral devices without prior teacher approval.

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 Charles County Association of Student Councils developed the following system-wide dress code, as amended and approved by the Board of Education:

1. Shorts are permitted as long as the shorts reach the middle of the thigh, defined as shoulders relaxed and arms straight down alongside the body where fingertips touch the thigh.
2. Skirts are permitted as long as the skirt reaches the middle of the thigh, defined as shoulders relaxed and arms straight down alongside the body where fingertips touch the thigh. Slits in the skirt may not rise more than two inches above fingertips.
3. Sleeveless shirts are permitted as long as two fingers' width of fabric covers both shoulders, and the chest area and undergarments are not exposed.
4. Spaghetti straps are not permitted with the exception of formal wear.
5. Midriff area (front and back) must not be visible at any time, even while seated.
6. Undergarments must not be visible at any time.
7. Cleavage must not be visible at any time.
8. Pants must be secured no lower than mid-hip and must not cover the front of the shoes while walking.
9. Backless and open-toed shoes with a hard sole are permitted as long as the shoes do not pose a safety hazard. Foam and similar soft-soled shoes, such as flip-flops or beach footwear, are prohibited.
10. Headwear is not permitted. This includes, but is not limited to, hats, visors, bandannas, and hoods. (Exceptions may be granted based on religious and medical reasons with proper verification.)
11. Sunglasses are not permitted except during outdoor activities.
12. Sleepwear and sleepwear-type clothing are not permitted. (Exceptions are granted for certain activities, such as overnight field trips.)
13. Jewelry that poses a safety hazard to the student or other students is not permitted.
14. Sports uniforms that are worn during the school day must conform to the dress code.
15. Clothing that displays or symbolizes any language or material that is inappropriate for school or offensive to any group is not permitted. This includes, but is not limited to, material relating to drugs, alcohol, profanity, obscenity, racism, gang activity and violence.
16. Recreational and non-instructional swimsuit attire must not be disruptive or distracting. Female swimsuits must be one piece and fully cover the chest and buttocks. Male swimsuits must be mid-thigh. All swimsuits must remain nontransparent when wet. Swimsuits may not be worn uncovered outside of the pool area.
17. Formal attire must not be disruptive or distracting. Spaghetti straps and sleeveless or strapless formal dresses are acceptable as long as adequate coverage is maintained during activity. Slits in skirts or dresses may not rise more than a hand's width above the knee. Transparent attire is prohibited. Necklines may not fall below mid-sternum. Backless gowns may be permitted at the end-of-year prom, but are inappropriate for all other events including school dances, choral performances and in situations where a student or group of students officially represent the school system.
18. The dress code is in effect at all school-sponsored events on and off campus.

Note: Administrators have the flexibility to exercise their judgment, with the authority of the executive director of schools to determine if a student's attire is considered disruptive or distracting.

Transportation

Student transportation to and from school is a privilege and not a right. 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. 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. 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 if there is a bus infraction and of the disciplinary action taken. 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.

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.

School Bus Rules

- a. Behave as you would in the classroom. Follow directions of the bus driver as you would the classroom teacher.
- b. Be courteous and respectful of the driver and all passengers; use no profane or abusive language. Bullying or harassing behaviors are unacceptable.
- c. Do not drink, eat, or chew gum on the bus.
- d. Keep the bus clean.
- e. Enter and leave the bus through the front door. Rear doors are to be opened only for emergencies.
- f. Keep the aisle clear.
- g. Do not damage or deface any part of the bus. Students and/or parents/guardians must make restitution, including repaying the cost of repairing any damage. In addition, students may face prosecution.
- h. Do not use tobacco products or e-cigarettes on the bus.
- i. Stay seated properly in the seat assigned by the driver until the bus comes to a complete stop.
- j. Do not extend any part of the body out of the bus window at any time.
- k. Do not discard any objects out of bus window at any time.
- l. Do not launch, toss, or throw any objects on the bus at any time.
- m. Do not spray any perfume, cologne, deodorant, etc., on the bus.

Student Responsibilities

- Students should be at their assigned bus stop five minutes before the regularly scheduled bus arrival time in the morning.
- Students should wait for the school bus in an orderly fashion, out of the way of traffic.
- Students waiting in vehicles must be out of the vehicle when the bus approaches.
- Students should wait until the bus has completely stopped before moving toward or boarding the bus.
- Students who must cross the roadway to board the bus should wait on their side until the bus arrives.
- Students should only cross when the red warning lights are activated and the roadway is clear of traffic.
- Students should board the bus in a quiet and orderly fashion and should always use the bus handrail and steps in a safe manner.

Once on the bus:

- Students must walk to their assigned seats and be seated as quickly as possible.
- Students are to sit in their assigned bus seats, facing forward with feet out of the aisle and hands, arms, and head inside the bus.
- Students must remain in their seats at all times when the bus is in motion. Changing seats anytime during the run 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.

- Students should not touch or tamper with emergency door or emergency window handles unless a student is directed to do so by the bus driver.
- Students must obey the directions of the bus driver and other school staff at all times.

When unloading from the bus:

- Students must wait until the bus comes to a complete stop before getting out of the seat.
- 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 who must cross the road after leaving the bus must do so prior to the bus' departure from the stop and approximately 10 feet in front of the stopped bus while the bus's red warning lights are activated.
- Students should never walk behind the bus to cross the street. Traffic should be checked carefully before crossing the street.

Students should not leave trash on the bus and must not damage it. Any malicious or willful damage to a school bus will result in the immediate withdrawal 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 financial restitution is made.

Maryland State Department of Education law requires students to participate in 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.

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.

In addition, the following items may not be transported on a school 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*.

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 onto a school bus by a student, whether allowed or prohibited.

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. 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.

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 camera video systems helps monitor student behavior and evaluate bus drivers.

CHARLES COUNTY PUBLIC SCHOOLS

Code of Student Conduct

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

Levels of Response

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

* Except as prohibited by state law

<p>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</p>	<p>Level 1 <i>Classroom and Support Responses</i></p>	<p>Level 2 <i>Classroom, Support & Corrective Responses</i></p>	<p>Level 3 <i>Support, Short-term Removal, & Administrative Responses</i></p>	<p>Level 4 <i>Support, Out of School Removal Responses</i></p>	<p>Level 5 <i>Support, Extended Out of School Removal, Referral Responses</i></p>
<p>Class Cutting In addition to being disciplined, secondary students absent without excuse from any one class two or more times in a marking period may receive a grade of no higher than 59% for the marking period</p>	<p>Failing to attend a class, after arrival at school without an excused reason</p>	<p>Persistently failing to attend a scheduled class, after arrival at school, without excused reasons</p>	<p>Leaving school grounds without permission</p>	<p>Leaving school grounds without permission that causes a significant disruption to the school setting</p>	
<p>Tardiness Elementary school students who are late should not be given any punitive or exclusionary consequences, but parent/guardians should be notified</p>	<p>Arriving late to class or school, without an excused reason</p>	<p>Persistently arriving late to class or school</p>			
<p>Truancy Unlawfully absent from school classes for a school day or a portion of the school day</p>	<p>Being absent from school or assigned activity without an excused reason</p>	<p>Persistently being absent from school or assigned activity without an excused reason</p>			
<p>Disrespect</p>	<p>Making intentional and harmful or offensive gestures, verbal or written comments, or symbols to others (e.g. verbal put-downs, cursing, talking back)</p>	<p>Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority</p>			
<p>Disruption</p>	<p>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)</p>	<p>Intentionally and persistently engaging in minor behavior that distracts from the learning environment</p>	<p>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)</p>	<p>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</p>	

<p>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</p>	<p>Level 1 <i>Classroom and Support Responses</i></p>	<p>Level 2 <i>Classroom, Support & Corrective Responses</i></p>	<p>Level 3 <i>Support, Short-term Removal, & Administrative Responses</i></p>	<p>Level 4 <i>Support, Out of School Removal Responses</i></p>	<p>Level 5 <i>Support, Extended Out of School Removal, Referral Responses</i></p>
<p>Dress Code Students may not wear any clothing which is suggestive, provocative, or excessively tight, or which is judged by the school administration to be disruptive or distracting to the learning environment either by virtue of the design or in the manner in which it is worn. See Pages 11 and 12 for CCPS Dress Code.</p>	<p>Violating dress code, after student has been warned</p>				
		<p>Persistently violating dress code after the student has been warned</p>			
<p>Bullying And Harassment Students and parents are encouraged to report bullying and harassment to any teacher or administrator and to fill out a complaint form available at every school, online at ccboe.com, and in this Code of Student Conduct</p>			<p>Engaging in bullying or harassment, whether verbal, physical or in writing, including but not limited to cyberbullying, hazing, teasing, and intimidation</p> <p>Engaging in harassment based on a student’s membership in a protected class (race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability)</p>		
		<p>Engaging in persistent bullying or harassment</p>			
<p>Sexual Harassment Students and parents are encouraged to report sexual harassment to any teacher or administrator and to fill out a complaint form available at every school, online at ccboe.com, and in this Code of Student Conduct</p>			<p>Engaging in sexual harassment (e.g., intentional unwelcome sexual advances, requests for sexual favors, other intentional inappropriate verbal, written, or physical conduct of a sexual nature)</p>		
		<p>Engaging in persistent or extreme sexual harassment</p>			

<p>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</p>	<p>Level 1 <i>Classroom and Support Responses</i></p>	<p>Level 2 <i>Classroom, Support & Corrective Responses</i></p>	<p>Level 3 <i>Support, Short-term Removal, & Administrative Responses</i></p>	<p>Level 4 <i>Support, Out of School Removal Responses</i></p>	<p>Level 5 <i>Support, Extended Out of School Removal, Referral Responses</i></p>
<p>Sexual Activity School staff may refer student to appropriate counseling and may contact law enforcement to report any crime that may have occurred</p>	<p>Engaging in inappropriate behavior of a sexual nature (e.g., excessive public displays of affection, sexual acts, indecent exposure, possessing, distributing or showing pornographic materials, inappropriate texts of a sexual nature)</p>				
<p>Sexual Attack School staff should refer student to appropriate counseling and may contact law enforcement to report any crime that may have occurred</p>	<p>Intentionally engaging in behavior toward another that is physically and sexually aggressive</p>				
<p>Threat to Adult or Student and/or Extortion Trained school staff should conduct a threat assessment and may contact law enforcement to report any crime that may have occurred</p>	<p>Expressing-orally, in writing, or by gesture-intent to do physical harm to others</p> <p>Engaging in extortion, which is using a threat (without a weapon) to get a person to turn over property</p> <p>Engaging in repeated threats or extortion</p>				
<p>False Alarm /Bomb Threat Trained school staff should conduct a threat assessment, refer students to counseling, if appropriate, and may contact law enforcement to report any crime that may have occurred</p>	<p>Initiating a warning of a fire or other catastrophe without cause (e.g., pulling a fire alarm or misusing 911)</p> <p>Making a bomb threat or threatening a school shooting</p>				
<p>Academic Dishonesty In addition to being disciplined, students may receive consequences related to the coursework, including a failing or reduced grade and additional assignments</p>	<p>Plagiarizing, such as by taking someone else's work or ideas; forgery, such as by falsifying a signature of a teacher or parent; accessing sources for an assignment without approval, such as the Internet; using equipment for an assignment without approval, such as a cell phone or computer; or cheating</p>				

<p>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</p>	<p>Level 1 <i>Classroom and Support Responses</i></p>	<p>Level 2 <i>Classroom, Support & Corrective Responses</i></p>	<p>Level 3 <i>Support, Short-term Removal, & Administrative Responses</i></p>	<p>Level 4 <i>Support, Out of School Removal Responses</i></p>	<p>Level 5 <i>Support, Extended Out of School Removal, Referral Responses</i></p>
<p>Theft In addition to being disciplined, the student may be required to return, replace, or pay restitution for the item taken, and the school may contact law enforcement to report any crime that may have occurred</p>	<p>Intentionally taking or attempting to take property without owner's permission, where the taker is an elementary school student</p>				
	<p>Intentionally taking or attempting to take property without owner's permission, where the taker is a secondary student</p>				
<p>Destruction of Property In addition to being disciplined, the student may be required to replace or pay restitution for the item damaged or destroyed, and the school may contact law enforcement to report any crime that may have occurred</p>	<p>Intentionally causing damage to school/other's property, where the wrongdoer is an elementary school student</p>				
	<p>Intentionally causing damage to school/other's property, where the wrongdoer is a secondary student.</p>				
<p>Alcohol School should refer student to local health department or community group for prevention and treatment, and may contact law enforcement to report any crime that may have occurred</p>			<p>Being under the influence of alcohol</p> <p>Using/possessing/purchasing/attempting to purchase alcohol</p> <p>Distributing/selling alcohol</p>		
<p>Inhalants School should refer student to local health department or community group for prevention and treatment, and may contact law enforcement to report any crime that may have occurred</p>			<p>Being under the influence of inhalants</p> <p>Using/possessing/purchasing/attempting to purchase inhalants</p> <p>Distributing/selling inhalants</p>		

<p>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</p>	<p>Level 1 <i>Classroom and Support Responses</i></p>	<p>Level 2 <i>Classroom, Support & Corrective Responses</i></p>	<p>Level 3 <i>Support, Short-term Removal, & Administrative Responses</i></p>	<p>Level 4 <i>Support, Out of School Removal Responses</i></p>	<p>Level 5 <i>Support, Extended Out of School Removal, Referral Responses</i></p>
<p>Drugs/ Controlled Substances School should refer student to local health department or community group for prevention and treatment, and may contact law enforcement to report any crime that may have occurred</p>			<p>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</p>		
<p>Tobacco School should refer student to appropriate tobacco education program</p>			<p>Using/possessing tobacco/e-cigarettes/tobacco paraphernalia (including matches and lighters), or look-alikes of these items</p>		
<p>Fighting A physical confrontation involving two or more students Schools may contact law enforcement to report any crime that may have occurred</p>		<p>Intentionally engaging in a fight, which may be small, spontaneous and short, and/or result only in minor cuts, scrapes, bruises</p>		<p>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</p>	
<p>Physical Attack Physically pushing, hitting or otherwise attacking another individual Schools may contact law enforcement to report any crime that may have occurred</p>		<p>Intentionally shoving, pushing, or otherwise being physically aggressive toward another student</p>		<p>Intentionally shoving, pushing, or otherwise being physically aggressive toward a staff member or other adult</p>	
<p>Serious Bodily Injury School staff may contact law enforcement to report any crime that may have occurred</p>			<p>Intentionally misbehaving in a way that unintentionally causes serious bodily injury</p>	<p>Intentionally causing serious bodily harm</p>	
<p>Trespassing School staff may contact law enforcement to report any crime that may have occurred</p>		<p>Being on school property without permission, including while on suspension or expulsion</p>			

<p>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</p>	<p>Level 1 <i>Classroom and Support Responses</i></p>	<p>Level 2 <i>Classroom, Support & Corrective Responses</i></p>	<p>Level 3 <i>Support, Short-term Removal, & Administrative Responses</i></p>	<p>Level 4 <i>Support, Out of School Removal Responses</i></p>	<p>Level 5 <i>Support, Extended Out of School Removal, Referral Responses</i></p>	
<p>Inappropriate Use of Personal Electronics Excludes the use of a device in an emergency or preapproved situation See pages 9 and 10.</p>	<p>Having out a personal electronic device (first offense)</p>					
	<p>Having out a personal electronic device (second offense)</p>					
	<p>Persistently having out a personal electronic device, in defiance of school rules (third or subsequent offense)</p>					
			<p>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.</p>			
<p>Camera/Video/Audio Misuse</p>	<p>Possessing or using cameras, audio or video recording devices, or electronic or computer recording devices without proper permission.</p>					
<p>Computers/Technology/Telecommunications Misuse</p>	<p>Possessing or using computers, technology, or telecommunications in any manner prohibited by the school system, as provided on pages 10 and 11.</p>					
<p>Explosives School staff may contact law enforcement to report any crime that may have occurred</p>			<p>Possessing an incendiary or explosive device or material or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; ammunition; but NOT “snap pops,” which should be treated as a disruption)</p>			
			<p>Detonating or threatening to detonate an incendiary or explosive device or material, including those described above</p>			
<p>Firearms School staff may contact law enforcement to report any crime that may have occurred</p>				<p>Possessing a firearm (e.g., handgun)</p>		
<p>Other Guns School staff may contact law enforcement to report any crime that may have occurred</p>		<p>Possessing, using, or threatening to use a look-alike gun (e.g., water guns)</p>				
		<p>Possessing, using, or threatening to use an unloaded/inoperable non-firearm gun (e.g. pellet guns, BB guns)</p>				
					<p>Possessing, using, or threatening to use a loaded/operable non-firearm gun</p>	

<p>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</p>	<p>Level 1 <i>Classroom and Support Responses</i></p>	<p>Level 2 <i>Classroom, Support & Corrective Responses</i></p>	<p>Level 3 <i>Support, Short-term Removal, & Administrative Responses</i></p>	<p>Level 4 <i>Support, Out of School Removal Responses</i></p>	<p>Level 5 <i>Support, Extended Out of School Removal, Referral Responses</i></p>
<p>Other Weapons School staff may contact law enforcement to report any crime that may have occurred</p>		<p>Possessing an implement, item, or material that could potentially cause injury, without intent to use it as a weapon</p>	<p>Possessing an implement, item, or material that could potentially cause injury, with intent to use it as a weapon</p>	<p>Using or threatening to use a weapon, implement, item or material that is likely to cause serious bodily harm</p>	
<p>Arson/Fire School staff may contact law enforcement to report any crime that may have occurred</p>			<p>Intentionally setting or attempting to set a fire or helping others to set a fire without intent to or possibility of endangering others</p>	<p>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</p>	
<p>Filing False Reports</p>	<p>Intentionally filing a false or malicious report against staff or other student</p>				
<p>Bus-General Misconduct</p>	<p>Intentionally failing to follow the driver's direction/bus rules</p>	<p>Repeatedly failing to follow the driver's directions/bus rules</p>		<p>Chronically failing to follow the driver's directions/bus rules</p>	
<p>Bus-Safety Misconduct</p>	<p>Intentionally engaging in behavior that places someone's safety at risk</p>	<p>Repeatedly engaging in behavior that places someone's safety at risk</p>		<p>Chronically engaging in behavior that places someone's safety at risk</p>	

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

BULLYING, HARASSMENT OR INTIMIDATION REPORTING FORM

Directions: Bullying, harassment, and intimidation are serious and will not be tolerated. This is a form to report alleged 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 on the internet-sent on or off school property; or that substantially disrupted the orderly operation of the school. Bullying, harassment and intimidation includes any intentional conduct, including verbal, physical or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities or performance, or with a student's physical or psychological well-being. (Definitions for Bullying, Cyberbullying, Harassment, and Intimidation are provided below.)

1. **Bullying** – A pattern or behavior when a person repeatedly uses power in an intentional manner, including verbal, physical, or written conduct or intentional electronic communication against one or more students.
2. **Cyberbullying** – The use of electronic communication to harm or harass others in a deliberate, repeated, and hostile manner.
3. **Harassment** – Includes actual or perceived negative actions that offend, ridicule, or demean another individual with regard to race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability.
4. **Intimidation** – subjecting an individual to intentional action that seriously threatens and induces a sense of fear and/or inferiority.

Conduct that is of a sexual nature is generally thought to mean actions, language, or visual materials which specifically refer to, portray, or involve sexual activity or language. Conduct of a sexual nature may include overt sexual solicitations, inappropriate touching, sexual jokes, and inquiries about a person's sex life. Sexual harassment is the broader term that encompasses conduct of a sexual nature such as unwelcomed sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature. Sexual harassment also includes acts that are not overtly sexual but rather are directed at individuals based on their gender such as profanity or rude behavior that is gender-specific.

If you are a student, the parent/guardian of a student, a close adult relative of a student, or a school staff member and wish to report an incident of alleged bullying harassment, or intimidation, complete this form and return it to the principal at the student victim's school. You may contact the school for additional information or assistance at any time.

(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 student victim(s): _____ Age: _____ School _____
_____ Age: _____ School _____
_____ Age: _____ School _____

2. Name of alleged witness(es) (if known):
_____ Age: _____ School _____
_____ Age: _____ School _____
_____ Age: _____ School _____

3. Name(s) of alleged offender(s) (if known): _____ Age _____ School _____ Is he/she a student?
_____ Age _____ School _____ Yes No
_____ Age _____ School _____ Yes No
_____ Age _____ School _____ Yes 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):

- Any bullying, harassment, or intimidation that involves physical aggression (specify) _____
- Getting another person to hit or harm the student
- Teasing, name-calling, making critical remarks, or threatening, in person or by other means
- Demeaning and making the victim of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Intimidating, extorting, or exploiting
- Spreading harmful rumors or gossip
- Related to the student's disability
- Related to the student's perceived sexual orientation
- Cyber bullying (e.g. social media including Facebook, Twitter, Vine, Snapchat, Periscope, kik, Instagram, etc.)
- Electronic communication (e.g. email, text, sexting, etc.)
- Gang related
- Gang recruitment
- Human trafficking/Prostitution recruitment
- Racial Harassment
- Sexual Harassment
- Sexual in nature
- Other (specify) _____

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

- On school property At a school-sponsored activity or event off school property Via Internet- sent off school property
- On a school bus On the way to/from school* Via Internet- sent on school property

*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, harassment 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:

- No Yes, but it did not require medical attention 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 student victim absent from school as a result of the incident? Yes No
If yes, how many days was the student victim 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:

- No Yes, but psychological services have not been sought 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:** _____

September 2017

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 16-22, the internet contract 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.

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