

## **STUDENT CODE OF CONDUCT - AR**

### **I. Student Behaviors and Responses**

As used in this policy, the following is meant to illustrate the kinds of responses and interventions that are available and commonly used by school administrators and staff to respond to student behaviors. It is not intended to be an exhaustive list.

### **II. Definitions**

- A. Behavioral Contract: Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive interventions, strategies, and supports.
- B. Behavioral Intervention Plan & Functional Behavior Assessment: A Functional Behavior Assessment gathers information about students' inappropriate or disruptive behavior and determines approaches that school staff should take to correct or manage that behavior. The information is then used to develop a Behavior Intervention Plan for the student. A Behavioral Intervention Plan offers positive behavioral interventions, strategies, and supports designed by school staff to correct inappropriate or disruptive school behaviors.
- C. Check-in with School Counselor/ Resource Specialists: Prompting students to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker, or coach who has a relationship with the student.
- D. Checkmate: An alternative to out of school suspension located at the Talbot County Board of Education where the student is "afforded the opportunity to continue to:
  - 1. Appropriately progress in the general curriculum;
  - 2. Receive the special education and related services specified on the student's IEP, if the student is a student with a disability in accordance with the law
  - 3. Receive instruction commensurate with the program afforded to the student in the regular classroom; and
  - 4. Participate with peers as they would in their current education program to the extent appropriate." MD. CODE REGS. 13A.08.01.11(C)(2)(a).
- E. Classroom-Based Responses: Prompting a student to reflect on her or his behavior using classroom strategies such as time-out, teacher-student conference, reflection chair, redirection (e.g., role play), seat change, call home, loss of classroom privilege, or apology letter.

- F. Community Conferencing: Bringing together students, school staff, and others involved in a conflict to discuss the topic, resolve issues, and propose solutions.
- G. Conflict Resolution: Using strategies to assist students in taking responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff, and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
- H. Confer: A discussion or dialogue by any means, for example, telephone, electronic mail, or face-to-face meeting, where the views of teacher are communicated and considered. If a student's disruptive behavior results in action less than suspension, the principal shall confer with the teacher who referred the student to the principal before returning the student to that teacher's classroom. The principal may satisfy this requirement by consulting with the teacher before returning the student to the classroom.
- I. Detention: Requiring a student to report to a designated classroom before school, during free period, after school, or on the weekend for a set period of time.
- J. Expulsion: Excluding a student from the student's regular school program for 45 school days or longer.
- K. In-School Removal/ Intervention: Removing a student within the school building "from the student's current education program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal," MD. CODE REGS. 13A.08.01.11(B)(4), but that is not considered an in-school suspension, because the student is "afforded the opportunity to continue to:
  - 5. Appropriately progress in the general curriculum;
  - 6. Receive the special education and related services specified on the student's IEP, if the student is a student with a disability in accordance with the law
  - 7. Receive instruction commensurate with the program afforded to the student in the regular classroom; and
  - 8. Participate with peers as they would in their current education program to the extent appropriate." MD. CODE REGS. 13A.08.01.11(C)(2)(a).
- L. Mentoring Program: Pairing students with mentors (e.g., counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.
- M. Parent Outreach: Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
- N. Parent/Guardian/ Student and Teacher Conference: Involving students, parents, guardians, teachers, school staff, and principals in discussion about the student's behavior

and potential solutions that address social, academic, and personal issues related to the behavior.

- O. Peer Mediation: Employing a form of conflict resolution in which students serve as mediators and help their peers deal with and develop solutions to conflicts.
- P. Principal: means the principal of a school or the principal's designee.
- Q. Recommend for Further Action: Recommending a student to building administrator(s) for long-term suspension, expulsion, referral to alternative education, or contact with law enforcement.
- R. Referral to Alternative Education: Recommending a student to building administrator(s) for placement in an alternative education program or alternative education placement.
- S. Referral to Appropriate Substance Abuse Counseling Services: Referring students to services both in and out of school, such as "MSAP," a local health department, or a community-based service for counseling related to substance abuse.
- T. Referral to Community-Based Organizations: Referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.
- U. Referral to Health/ Mental Health Services: Referring students to school-based or community-based health and mental health clinics or other social services for the purpose of providing counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success, and discuss goals and learn techniques that help them overcome personal challenges. These services may include anger management classes and formal/informal behavior coaching.
- V. Referral to Multi Level Intervention Process: Bringing together a team which may include teachers, principals, social workers, nurses, mental health clinicians, school psychologists, and external agency representatives under a case manager to help develop prevention and intervention techniques and alternative strategies designed to improve student outcomes. If the behavior does not improve after implementation of the plan created by the Multi Level Intervention Process, the Team may request placement review for alternative placement conducted by the local school system.
- W. Removal from Extracurricular Activities/Loss of Privileges: Revoking a student's privilege to participate in extracurricular activities, including sports and clubs, or revoking a student's right to participate in school events or activities, such as by attending a field trip or participating in a school dance. If the behavior warrants this consequence, any monies paid by the student for the missed activity should be refunded.

- X. 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 monetarily or by a student's assignment to a school work project, or both.

Pursuant to the Code of Maryland Regulations 13A.08.01.11(D), if a student violates a State or local law or regulations, and during or as a result of the commission of that violation damaged, destroyed, or substantially decreased the value of school property or property of another that was on school property at the time, the principal shall require the student or the student's parent or guardian to make restitution, after a conference on the matter with the student, the student's guardian, and other appropriate individual. Monetary restitution is not to exceed \$2,500 or the fair market value of the property, whichever is lesser.

- Y. Restorative Justice 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.
- Z. School Liaison for Out of School Suspensions: Staff member who is the point of contact between the parent and the teacher to provide services for the student who is on suspension. Contact information for the school liaison is to be given to the parent at the time of suspension.
- AA. Suspension (In-School): Removing a student within the school building "from the student's current education program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal." MD. CODE REGS. 13A.08.01.11(B)(4). In school suspensions also require the following:
1. "A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
  2. The school principal shall provide the student's parents with written notification of the in-school suspension action taken by the school.
  3. After 10 days of cumulative in-school suspension, the student, the student's parents or guardian, and the principal shall confer.
  4. The student's school of current enrollment shall make provision for the student's education during the period of in-school suspension.
  5. Local school system shall develop policies pertaining to student's participation in extracurricular activities if the student receives an in-school suspension.
  6. Local school systems shall develop and implement a behavioral program of positive interventions to address the causes of behavior as part of an in-school suspension." MD. CODE OF REGS. 13A.08.01.11(C)(2)
- BB. Suspension (Short Term, Out-of-School): The removal of a student from school for, up to but not more than, 3 days for disciplinary reasons by the principal.

- CC. Suspension (Long Term, Out of School): The removal of a student from school for a time period between 4-10 school days for disciplinary reasons by the principal.
- DD. Suspension (Extended, Out of School): The exclusion of a student from the student's regular school program for a period between 11 and 45 days.
- EE. Teen Court: Referring students to a "court" of peer jurors to resolve conflicts.
- FF. Temporary Removal: Removing a student within the school building from her or his regular education program from up to, but not more than one class period.