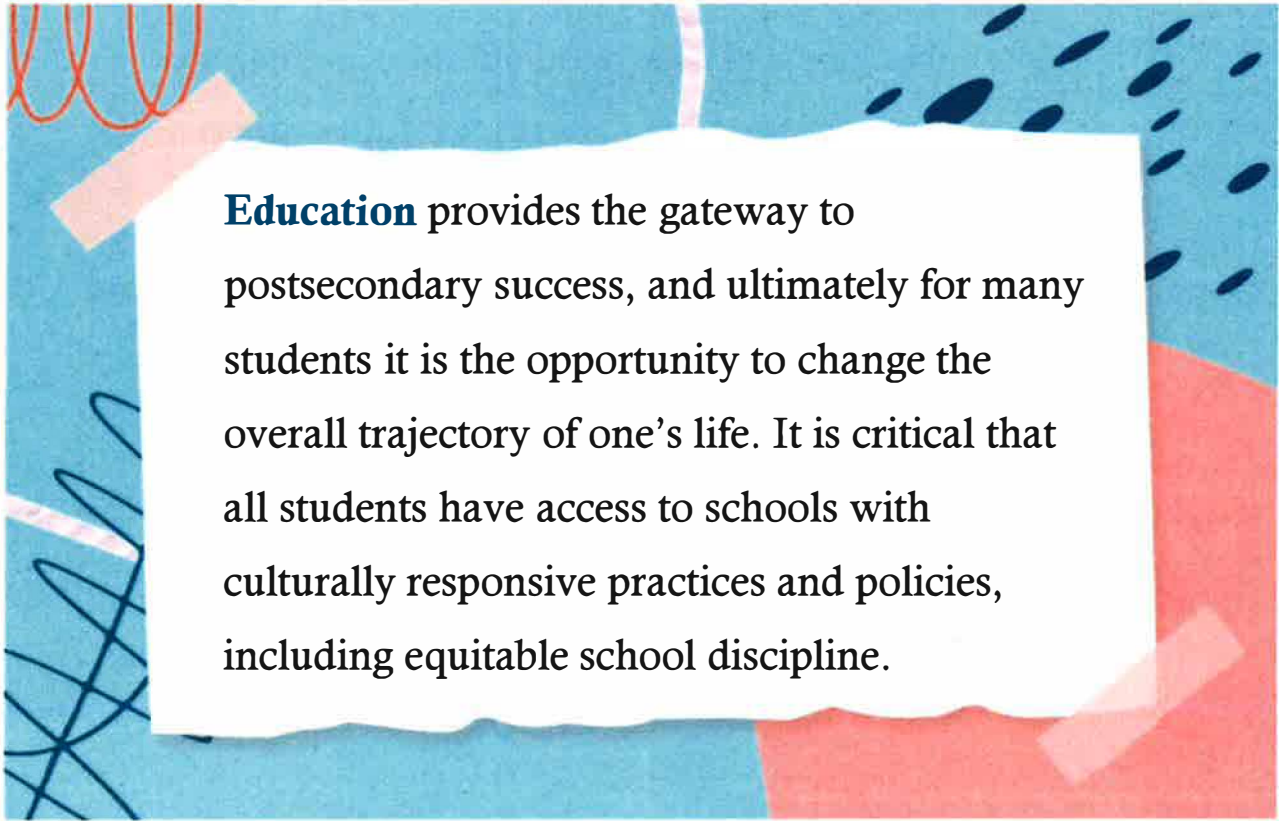


# DISCIPLINARY GUIDE FOR SECONDARY TEACHERS

*2023 – 2024*



**Education** provides the gateway to postsecondary success, and ultimately for many students it is the opportunity to change the overall trajectory of one's life. It is critical that all students have access to schools with culturally responsive practices and policies, including equitable school discipline.

# CEA Instructional and Professional Development Secondary Committee

Lynda Hampshire, *Chair*

Tara Enright

Amy Hamilton

Erin Hammett

Lindsee Harrell

Jason Oates

Jesse Reid

This document is revised and published annually by:

## **Calvert Education Association (CEA)**

865 Main Street

Prince Frederick, MD 20678

(410) 535-2518

Email: [CEA@mseanea.org](mailto:CEA@mseanea.org)



## **Calvert County Public Schools (CCPS)**

1305 Dares Beach Road

Prince Frederick, MD 20678

(410) 550-8000



## *Teachers and Staff:*

Last school year, several teachers spoke to the Calvert County Board of Education in public meetings about their concern with discipline in their schools. As we explored their concerns more deeply, we came across concerns for more effective action and communication from the school administration. We also found an acknowledgement of the need for more effective classroom management.

The Calvert Education Association, in its desire to help with this matter, prepared the initial draft of this Guide for Secondary Teachers with a goal of making sure that all teachers know and understand the best practices for classroom management. Given the time that students spend in school, it is important that we explicitly teach them what is expected. Many do not come in the door with the skills they need to be successful as part of a group. Teaching expectations to students and consistently reteaching as needed, affords them the best advantage for learning and helps staff provide a school environment that is safe and orderly for all.

For many teachers, effective classroom management is automatic and understood as an investment of time at the beginning of the school year that pays off throughout the year. For others, the benefit will come from your review of the booklet and effective application of its principles and practices.

This Handbook is a work in progress. It supports the Student Code of Conduct by providing consistency in protocol for how behavior is to be documented, communicated to parents, and reported to administration. It offers sound guidance that, if used consistently, will help you and your students have a terrific year.

Sincerely,



Dr. Andraé Townsel  
Superintendent of Schools



Dona C. Ostenso, President  
Calvert Education Association



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**CEA**  
***“Classroom Maintenance Control and Discipline”***  
***Contract Language***

**Article 19**  
**Maintenance of Classroom Control and Discipline**

The CCPS is committed to providing a safe learning environment for students and staff consistent with federal and state laws.

When a student is, by behavior, seriously disrupting the instructional program to the detriment of other students, the classroom teacher may temporarily remove the student from the class and refer the student to the principal. In such cases, the teacher will furnish the principal, in writing using the student discipline referral form, as promptly as the teaching obligation will allow, full particulars of the incident. 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 conferring with the teacher before returning the student to the classroom except when prevented from doing so by statute/regulation or in an emergency situation. A response regarding disposition of referrals initiated above shall be forwarded to the teacher in writing using the student discipline referral form within a reasonable time following the original submittal.

“Confer” means a discussion or dialog by any means, for example, telephone, electronic mail, or face-to-face meeting, where the views of the teacher are communicated and considered.

***We urge you to first contact your Building Representative  
as we strive to resolve issues at the lowest possible level.***

***In the event your contract language is not being honored, immediately contact your  
Building Representative, your UniServ Director Rob Connerton at [rconnerton@mseanea.org](mailto:rconnerton@mseanea.org)  
and/or your CEA President Dona Ostenso at [dostenso@mseanea.org](mailto:dostenso@mseanea.org).***

**COMAR Language**  
**13A.08.01.11.C.07, 13A.08.01.11.C.08**  
**and 13.A.08.01.11.H.03**

**13.A.08.01.11.C.07:**

If a student has been suspended or expelled, the principal may not return the student to the classroom without conferring with the teacher who referred the student to the principal, if the student was referred by a teacher, other teachers as appropriate, other appropriate school personnel, the student, and the student's parent or guardian.

**13.A.08.01.11.C.08:**

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.

**13.A.08.01.11.H.03:**

Intervention and Support. Under this regulation, "The school system, to the best of its ability, shall remedy the impact of a student's behavior on school climate through appropriate intervention methods including restorative practices."

***We urge you to first contact your Building Representative  
as we strive to resolve issues at the lowest possible level.***

***In the event your contract language is not being honored, immediately contact your  
Building Representative, your UniServ Director Rob Connerton at [rconnerton@mseanea.org](mailto:rconnerton@mseanea.org)  
and/or your CEA President Dona Ostenso at [dostenso@mseanea.org](mailto:dostenso@mseanea.org).***

## ***CCPS Policy Statements***

### **Policy Statement #1112 Regarding Student Discipline**

#### **III. Policy Statement**

A. The Calvert County Board of Education believes that safe and orderly schools with maximal educational benefits for all students require the maintenance of acceptable standards of student conduct. To help maintain a safe, supportive and positive learning environment, progressive discipline will be used. Inherent in the progressive discipline process is the necessity for school personnel to help the student solve conflicts by building a community and addressing the harm that has occurred, learn from his or her experiences and modify the behavior that initiated the discipline.

#### **II. Definitions**

B. Progressive discipline – A range of consequences for violations of behavioral standards which provides the foundation for Calvert County Public Schools disciplinary actions; student discipline is applied at the lowest level commensurate with the action or behavior that precipitated the intervention; a balanced approach in determining the interventions and/or consequences to be used is based on an assessment of the situation and a continuum of disciplinary standards.

### **Policy Statement #1115 Regarding Disruptive Behavior**

#### **III. Policy Statement**

A. The Calvert County Board of Education is committed to maintaining a safe and orderly school environment for all of its students, staff, and visitors. Individuals may not trespass; display dangerous, disruptive, intimidating, or threatening behavior on school property; or otherwise prevent the orderly conduct of Calvert County Public Schools business or activities

#### **II. Definitions**

B. Disruptive – the act of causing disorder, interruption, or delaying the continuity of the work or learning environment; to impede the usual course or harmony of the work or learning environment.



# Community Resources

**Safe Schools Maryland** - 833-MD-B-SAFE / 833-632-7233  
www.safeschoolsmd.org, or download the SafeSchools App

## FAMILY SUPPORT AND COUNSELING

### **2-1-1 Maryland**

*Maryland Programs and Services for Housing, Homelessness, Food, Healthcare, Wellness, and Utility Assistance*

Call 2-1-1- or visit 211md.org

### **Calvert Alliance Against Substance Abuse** - 410-535-3733

PO Box 2104, Prince Frederick, MD 20678

### **Calvert County Department of Social Services** - 443-550-6900

200 Duke Street, Prince Frederick, MD 20678

### **Calvert County Health Department** - 410-535-5400 ext. 475

975 Solomons Island Road, PO Box 980, Prince Frederick, MD 20678

### **Crisis Intervention Center** - 410-535-1121 / 301-855-1075

PO Box 980, Prince Frederick, MD 20678

Teen Line: 410-257-2216

### **Maryland Youth Crisis Hotline** - 800-422-0009

## MEDICAL RESOURCES

### **Calvert County Health Department** - 410-535-5400 / 301-855-1353

### **CalvertHealth** (*formerly Calvert Memorial Hospital*) - 410-535-4000

100 Hospital Road, Prince Frederick, MD 20678

## LEGAL RESOURCES

### **Calvert County Department of Juvenile Services** - 443-550-6900

200 Duke Street, Prince Frederick, MD 20678

### **Calvert County Sheriff's Office** - 410-535-2800 / 301-855-1194

30 Church Street, Prince Frederick, MD 20678

### **Maryland State Police** - 410-535-1400

210 Main Street, Prince Frederick, MD 20678

**E**very student deserves a safe, accepting, nonjudgmental, and positive school climate that expects all students to succeed. To ensure our education environments are providing equitable teaching and learning environments for all children, it is crucial all educators examine their current policies and procedures to guarantee all students are being met with care, compassion, and being taught in classrooms where their needs are not only met but also understood.

Relationships need to be at the center of learning. Relationship-building between teacher and student, and student and student must be a priority in all schools, as evidenced by the need for people to connect. While this guide's overarching mission is to provide a plethora of tools to address Positive School Discipline, the main goal is to help improve the lives of students, educators, and families.



# CCPS's Commitment to Our Students

CCPS has embraced a gentler and kinder Calvert, taking part in acts of kindness, civility towards one another, and acceptance of each other's differences. Intolerance and lack of civility within our schools (and in many cases precipitated on social media), escalated to the point of disruption, threats, and personal anguish to those targeted individuals or groups of people, must be extinguished. Calvert County Public Schools will never accept any form of racism, hate speech and bias behaviors. We are committed to continuing our work with students and staff to protect the rights and safety of all.

We are living in a world that has greater diversity, greater opportunity, and greater accountability. So that we can help prepare students to maneuver through this world, as they become productive citizens, we first must start with how we conduct ourselves in our schools. It is important to know that understanding and accepting others' differences does not mean that we must agree with it. However, we do have to learn to respectfully work through our differences and misunderstandings, and to work with individuals who have values and beliefs different than our own.

Our work begins with Calvert County Public School staff. Relationships are the foundation to learning and increase the connections to school. We expect our school staff members to develop meaningful, professional relationships with students. We know that students who have meaningful relationships with an adult in their school are more likely to be engaged in school, attend regularly, and stay in school until graduation.

CCPS staff members are committed to the following:

1. Develop clear expectations for behavior and take an instructional approach to student discipline.
2. Recognize and reward positive and appropriate behavior by students.
3. Strive to eliminate disproportionality in discipline and administer consequences that are fair, consistent, and equitable.
4. Involve families, students, staff members, and the community in the process of fostering positive behavior and student engagement.
5. Ensure that clear, developmentally, and age-appropriate consequences are applied to misbehavior in a way that supports each student in their personal growth and learning.
6. Include appropriate due process for all, consistent with federal and state requirements.
7. Remove students from the classroom only as a last resort and return students to class as soon as possible.
8. Plan appropriate instruction aligned with the content standards and address the needs of all learners.

Students are the fabric of our schools. They should be provided with expectation about how they should conduct themselves when they are at school, at school sponsored events, and on buses. When teachers engage students in the process of developing classroom expectations, it is important that students share and agree of statements of how they will treat each other based on how they would like to be treated.

*For more information, please refer to the CCPS Code of Conduct.*

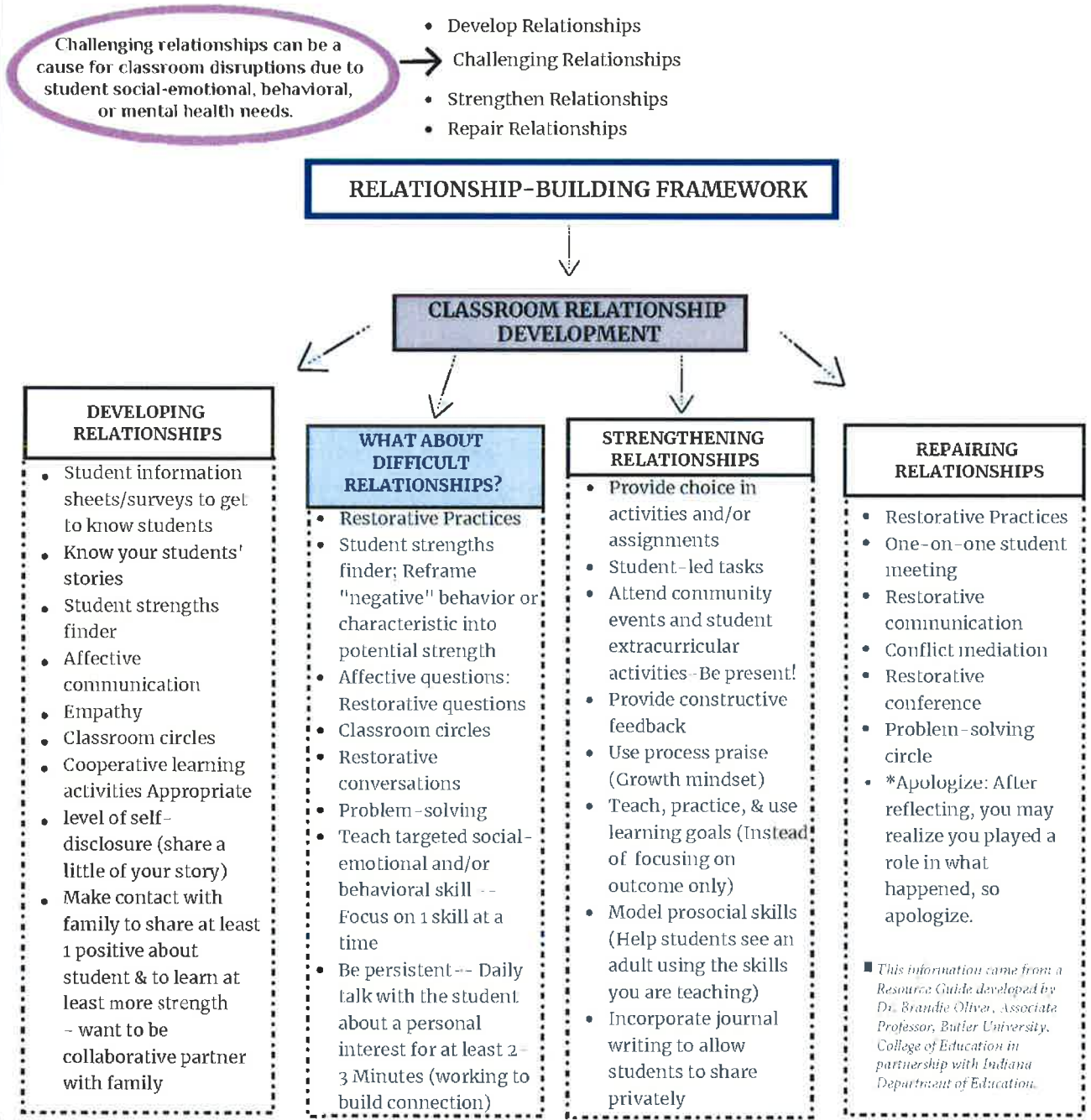
# SCHOOL CLIMATE & CULTURE

## FOCUSING ON RELATIONSHIPS

### RELATIONSHIP BUILDING STRATEGIES

#### Establish Clear Plan for Relationship Development with Students

It is important for all educators to place a priority on developing relationships with students. This framework provides an outline for educators. When educators complete this framework, they have spent time intentionally focused on creating and practicing strategies specific to relationship building, strengthening relationships, as well as skills necessary to intervene when healing needs to take place within the relationship. Additionally, the framework provides space for educators to think about how to relate to students that may be resistant or more difficult to connect with in the classroom.



## Procedures Check for Secondary Teachers

The following checklist is adapted from "Guidelines for the First Days of School," from the Research Development Center for Teacher Education, Research on Classrooms, University of Texas, Austin.

Activity:

*If you have a procedure for the item listed, put an + mark in the "My procedure/plan column."*

*If you do not have a procedure for the item listed, put a - mark in the "My procedure/plan column."*

*If the item listed is unfamiliar to you, put a 0 in the "My procedure/plan column."*

STARTING CLASS	My Procedure
Taking attendance	
Marking absences	
Tardy students	
Giving makeup work for absentees	
Enrolling new students	
Students who leave early	
Warm-up activity (that students begin as soon as they walk into the classroom)	

ENDING CLASS	My Procedure
Putting things away	
Dismissing class	
Collecting papers & assignments	
Bringing closure to the learning	

INSTRUCTIONAL TIME	My Procedure
Student movement within classroom	
Use of cell phones & headphones	
Student movement in & out of classroom	
Going to restroom	
Getting students attention	
Student talking during class	
What students do when their work is completed	
Working together as a group(s)	
Handing in papers/homework	
Appropriate headings for papers	
Bringing/distributing/using textbooks	
Students who don't have paper & pencils	
Signals for getting attention	
Touching other students in classroom	
Eating food in classroom	
Laboratory procedures (materials & supplies, safety routines, cleaning up)	
Students who get sick during class	
Using pencil sharpener	
Listing assignments/homework/due dates	
Systematically monitoring student learning during instruction	

OTHER	My Procedure
Lining up for lunch/special events	
Walking to lunch/special events	
Backpack storage	
Personal things storage during class	
Materials organization for easy access	
Cleaning out locker	
Preparing for drills & actual drills	
Going to gym for assemblies & pep rallies	
Student vs. teacher spaces	
Handling & use of school technology	
Handling & use of class equipment	

STUDENT ACCOUNTABILITY	My Procedure
Late work	
Missing work	
Extra Credit	
Redoing work & retaking tests	
Incomplete work	
Neatness	
Papers with no names	
Using pens,pencils, markers	
Using computer-generated products	
Internet access on technology	
Setting & assigning due dates	
Writing on back of paper	
Make-up work & time to complete	
Letting students know assignments missed due to absence	
Having contact with all students at least once during the week.	
Explaining your grading policy	
Letting new students know your procedures	

HOW WILL YOU...	My Plan
Directly M.A.P. out procedures students need to do to be successful?	
Determine grades on report cards (components and weights of those components)?	
Grade daily assignments?	
Record grades so that assignments & dates are included?	
Make sure your assignments & grading reflect progress toward standards?	
Contact parents if problems arises regarding student behavior?	
Contact parents with positive feedback about their child?	
Keep records & documentation of student behavior?	
Document adherence to IEP?	
Return graded papers in timely manner?	
Monitor students who have serious health issues?	

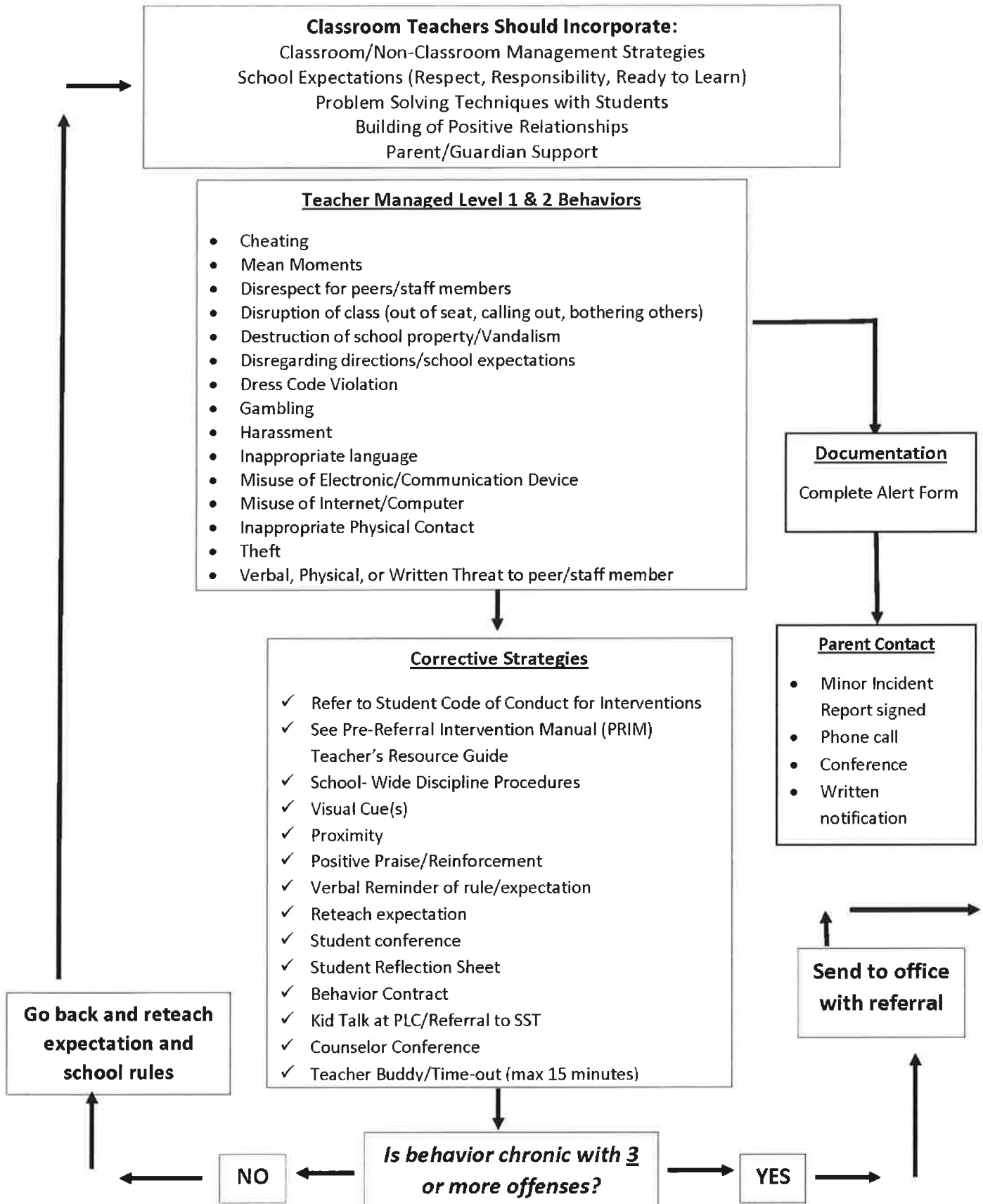
STARTING CLASS	MY PROCEDURE
Taking attendance	<ul style="list-style-type: none"> <li>▪ Students are assigned seats. Seats are numbered, and students are assigned numbers.</li> <li>▪ The teacher has a seating chart for each period. The seating chart consists of small Post-its with the student's name and a small photograph if necessary, and these are attached to a plan of the desks in the classroom. (Photographs are obtained from the yearbook and the attendance list from the computer.)</li> <li>▪ The teacher can take attendance using the chart while the students are working on their warm-ups. Data are entered into the computer.</li> <li>▪ For the first week of school students call out their names as the teacher checks the chart to help with pronunciation and association.</li> <li>▪ Post-it notes are moved around when new seats are assigned.</li> </ul>

Where you marked a — or a 0 there is a possibility to prevent problems from happening by establishing a procedure. Procedures maximize predictability! Procedures establish a pattern for the brain. When there is no pattern the norm is anxiety. Once you have your procedures planned out- M.A.P. it for students.

**Model ♦ Add Visuals ♦ Practice**

*Above is a sample of how you might plan out a procedure. Thanks to Karen Miller from Texas.*

# Secondary Discipline Procedure Flow Chart



### Office Managed Level 3, 4, 5 & 6 Behaviors

- Chronic Level I and Level II Behaviors (parent contact must be made prior to writing referral; attach copies of Alert Forms)
- Arson/Fire
- Bias Behaviors
- Bomb Threat/False Report
- Bullying
- Disruption of class instruction
- Physical Attack
- Fighting
- Gang Activity
- Gross Disrespect
- Harassment (Verbal, Physical, Sexual)
- Misuse of Electronic/Communication Device
- Misuse of Internet/Computer
- Possession of Firearms/weapons/drugs
- Smoking/Vaping
- Theft
- Verbal, Physical, or Written Threat against peer, staff member, community member



**Send to office  
with referral**



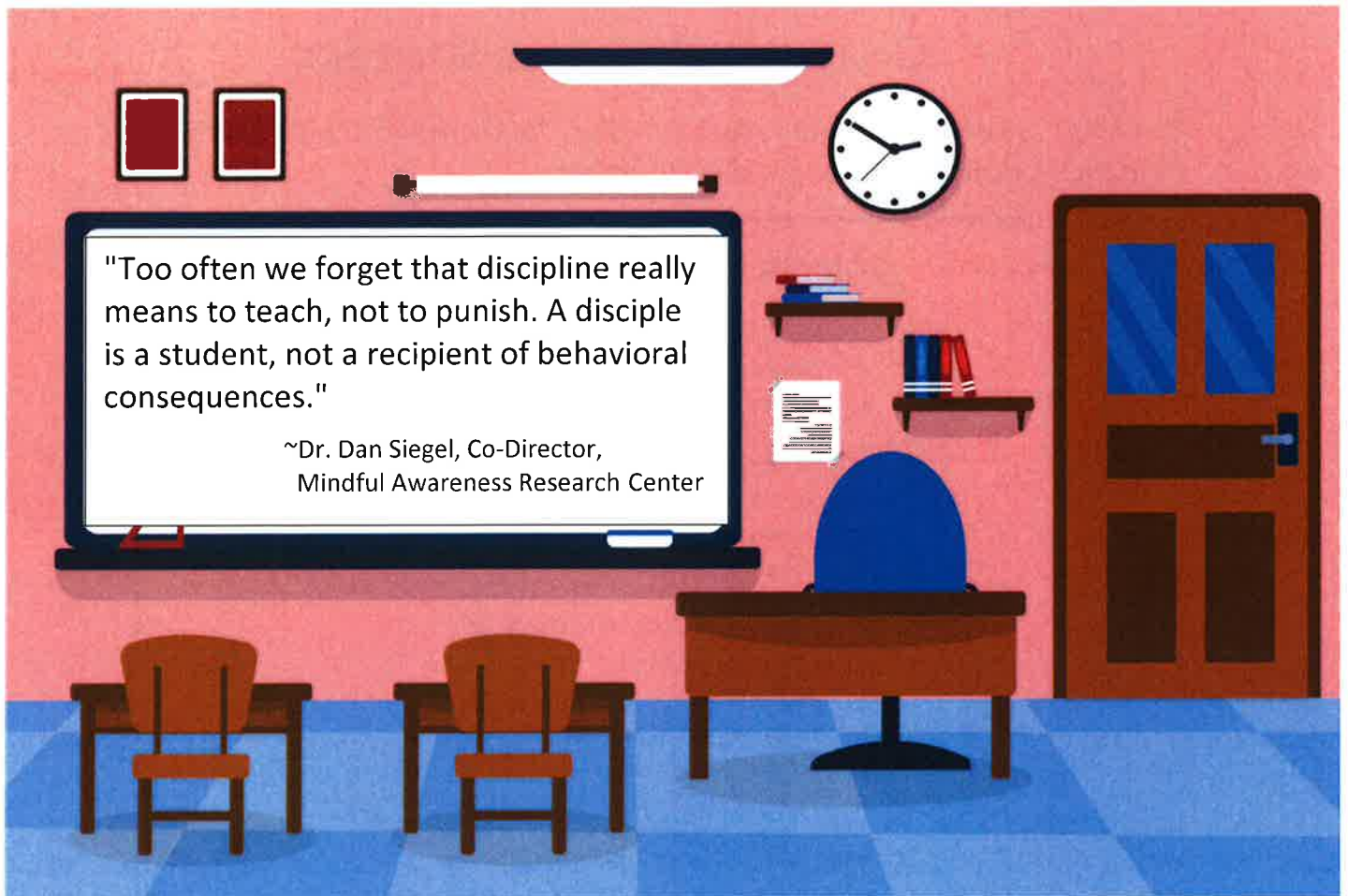
### Administration Managed Procedures

Once you send a referral, the Principal and/or designee will provide due process to the student and administer appropriate consequences following the **CCPS Student Code of Conduct**.

Parent contact will be made and the referral will be returned to the teacher.

Prior to student returning to class, Principal and/or designee will confer with the classroom teacher.





## BULLYING PREVENTION

The National Education Association (NEA) offers these 10 steps to stop and prevent bullying.

- Pay attention to each student daily.
- Don't ignore a change in any student behavior.
- Any sign of bullying, intervene. Always step-in. Do something.
- Remain calm. Model respectful behavior.
- Talk with students individually.
- Do not make students apologize in that moment.
- Hold bystanders accountable.
- Be open-minded and use active listening skills.
- Seek support from school counselor or administrator or refer if necessary.
- Receive advanced bullying prevention and intervention training.

# Corrective Classroom Strategies

Part of your teacher evaluation is based on Charlotte Danielson's "Framework for Teaching, Domain 2: The Classroom Environment".

## **DOMAIN 2: The Classroom Environment**

### **2a Creating an Environment of Respect and Rapport**

- Teacher interaction with students
- Student interaction with students

### **2b Establishing a Culture for Learning**

- Importance of content
- Expectations for learning and behavior
- Student pride in work

### **2c Managing Classroom Procedures**

- Instructional groups
- Transitions
- Materials and supplies
- Non-Instruction duties
- Supervision of volunteers and paraprofessionals

### **2d Managing Student Behavior**

- Expectations
- Monitoring behavior
- Response to misbehavior

### **2e Organizing Physical Space**

- Safety and accessibility
- Arrangement of furniture and resources

Danielson, C. (2007). *Enhancing professional practice a framework for teaching* (2<sup>nd</sup> ed.). Alexandria, Va.: Association for Supervision and Curriculum Development.

A classroom that implements corrective strategies and practices is one where students have a strong sense of belonging and responsibility for their own learning. "The Board (of Education) recognizes that with rights come responsibilities. Students bear a level of responsibility for their own learning.) Students are responsible for their personal conduct within the structure of federal, state, and local laws, the policies and procedures established by the Board of Education and CCPS, and the rules and guidelines established by individual schools." (CCPS Code of Conduct 2018, *page 1*) Both teachers and students, then have a responsibility to create an environment conducive to learning.

It is the teachers' responsibility to implement a classroom management system where students can celebrate positive expectations for learning and behavior as well as opportunities to remediate behaviors that interfere with such an environment. Classroom management and strategies implemented should be aligned with your school procedures.

Corrective Classroom Strategies is a way for students to learn socially acceptable behavior to foster a conducive learning environment for all. It is a proactive approach to changing behaviors as opposed to reactive approaches such as suspension, loss of privileges, detention. Level I and II behaviors should generally be handled within the classroom using a corrective classroom discipline approach.

This approach includes practices that are designed to educate students towards self-regulated, positive behavior. Students are held accountable for their wrong-doings and mistakes. The PRIM offers some corrective strategies to help teachers in their classrooms. *See the box below for what PRIM is and how it can be used to locate intervention strategies for specific behavior problems in your classroom.*

"The Pre-Referral Intervention Manual (PRIM) provides a direct response to state mandated pre-referral intervention activities. It may be used by a teacher or group of educators, such as a Teacher Assistance Team, to develop a comprehensive plan of intervention strategies for a student. Characteristics of the PRIM...

- The PRIM answers the mandate for pre-referral intervention in regular education classrooms.
- The PRIM contains over 4,000 intervention strategies for the 219 most common learning and behavior problems.
- The intervention strategies are simple, straightforward, and easily implemented in classrooms by regular education teachers.
- The PRIM includes an appendix of materials for the implementation of the behavioral interventions.
- The PRIM improves the teacher's ability to individualize instruction for students in the classroom.
- The PRIM was developed by regular and special education teachers.
- The PRIM is one of the most comprehensive learning and behavior intervention manuals available."

McCarney, Stephen B., and Wunderlich, Kathy Cummins. Pre-Referral Intervention Manual PRIM Third Edition. Hawthorne Education, 2006.  
<https://www.hawthorne-ed.com/images/pre-referral/samples/h00680sb.pdf> 4 May 2018.

# LEVELS OF RESPONSES

The numbers in parenthesis reflect the CCPS Behavior Code.

*\*These Behaviors Referred to Law Enforcement (when applicable)*

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## LEVEL 1 Examples of Classroom, Support, and Teacher-Led Responses

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These responses are designed to teach appropriate behavior, so students behave respectfully, can learn, and contribute to a safe environment. Administrators and Teachers are encouraged to try a variety of classroom management strategies.

### STUDENT BEHAVIOR:

- ~ Academic Dishonesty/Cheating **(801)**
- ~ Bullying/Intimidating/Harassing/Cyber Bullying **(407)**
- ~ Class cutting/Truancy **(101)**
- ~ Destruction of School Property/Vandalism\* **(806)**
- ~ Disrespect (Inappropriate Comments, insubordination, or physical gestures) **(701)**
- ~ Disruption\* – Intentionally engaging in minor behavior distracting from the learning environment. **(704)**
- ~ Dress Code Violation **(706)**
- ~ Electronic and Communication Devices – The inappropriate use of a device to take photos, play videos, music, and games or send and/or receive messages. **(802)**
- ~ Gambling **(704)**
- ~ Harassment\* **(407)**
- ~ Hazing\* **(404, 406, 407)**
- ~ Inciting/Participating in a Disturbance\* **(704)**
- ~ Internet/Computer Misuse **(704)**
- ~ Laser Pointer Use or Possession **(704)**
- ~ Look Alike Weapon\* **(302)**
- ~ Other Inappropriate Behaviors\* - Any other behaviors that interfere with another person's safety. **(704)**
- ~ Physical Attack/Assault on a Community Member\* – Physically pushing, hitting, or otherwise attacking on school grounds or a school-sponsored event. **(401, 403)**
- ~ Physical Attack/Assault on a Student\* – Physically pushing, hitting, or otherwise attacking another student. **(402)**

- ~ Public Display of Affection (704)
- ~ Refusal to Obey School Policies (704)
- ~ Tardiness (102)
- ~ Unauthorized Sale or Distribution of Items Not Otherwise Specified (704)
- ~ Verbal, Physical and/or Written Threat to Student, Staff or Community Member\* – Threatening or aggressing language, gestures or intentional electronic communication directed toward a student, staff member or community member while on school grounds or at a school-sponsored event. (403, 404)

<b>INTERVENTIONS</b>	
<ul style="list-style-type: none"> <li>• School-Wide Discipline Procedures</li> <li>• Parent Contact</li> <li>• Teacher-Parent Conference</li> <li>• Denial of School Privileges</li> </ul>	<ul style="list-style-type: none"> <li>• Restitution+</li> <li>• Behavior Contract</li> <li>• Behavior Intervention</li> <li>• Classroom Management Decisions</li> <li>• Conference with Counselor</li> </ul>
<ul style="list-style-type: none"> <li>• Lunch Detention</li> <li>• Drug Intervention/Prevention Program</li> <li>• Community Conferencing</li> <li>• Restorative Practices</li> <li>• Confiscation of Cell Phone</li> </ul>	
<b>CORRECTIVE STRATEGIES</b>	
<ul style="list-style-type: none"> <li>• Student Think Sheet</li> <li>• Positive Praise Reinforcement</li> <li>• Verbal Reminder of Expectation</li> <li>• Alert Form</li> </ul>	<ul style="list-style-type: none"> <li>• Rereach Expectation</li> <li>• Student Conference</li> <li>• Kid Talk at PLC</li> <li>• Change Seat Assignment</li> </ul>
	<ul style="list-style-type: none"> <li>• Referral to Student Services Team (SST)</li> <li>• Time Away from Instruction - Maximum 15 Minutes (Record on Time Away from Instruction Form)</li> </ul>

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## **LEVEL 2      Examples of Classroom, Support, and Teacher-Led Responses**

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These responses are designed to teach appropriate behavior so students behave respectfully, can learn, and contribute to a safe environment. Many of these responses engage the student's support system and are designed to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledge potential implications for future harm while still keeping the student in school.

### **STUDENT BEHAVIOR:**

- ~ Academic Dishonesty/Cheating **(801)**
- ~ Alcohol\* **(201)**
- ~ Bias Behavior\* **(407)**
- ~ Bullying/Intimidating/Harassing/Cyber Bullying **(407)**
- ~ Class cutting/Tuancy **(101)**
- ~ Destruction of School Property/Vandalism\* **(806)**
- ~ Disrespect (Inappropriate Comments, insubordination, or physical gestures) **(701)**
- ~ Disruption\* – Intentionally engaging in minor behavior distracting from the learning environment. **(704)**
- ~ Dress Code Violation **(706)**
- ~ Drugs/Controlled Substances\*- Unauthorized use/possession of non illegal drugs or look a-likes **(203)**
- ~ Electronic and Communication Devices – The inappropriate use of a device to take photos, play videos, music, and games or send and/or receive messages. **(802)**
- ~ Gambling **(704)**
- ~ Gross Disrespect – Inappropriate comments or physical gestures of a serious nature including, but not limited to, profanity or vulgarity. **(701)**
- ~ Harassment\* **(407)**
- ~ Hazing\* **(404, 406, 407)**
- ~ Inciting/Participating in a Disturbance\* **(704)**
- ~ Inhalants\* **(202)**
- ~ Internet/Computer Misuse **(704)**
- ~ Laser Pointer Use or Possession **(704)**
- ~ Look Alike Weapon\* **(302)**
- ~ Other Inappropriate Behaviors\* - Any other behaviors that interfere with another person's safety. **(704)**

- ~ Physical Attack/Assault on a Community Member\* – Physically pushing, hitting, or otherwise attaching on school grounds or a school-sponsored event. **(401, 403)**
- ~ Physical Attack/Assault on a Student\* – Physically pushing, hitting, or otherwise attaching another student. **(402)**
- ~ Pornography\* **(602)**
- ~ Possession, Use and/or Threat to Use Fireworks, Explosives, or Bullets\* **(704, 503, 501)**
- ~ Public Display of Affection **(704)**
- ~ Refusal to Obey School Policies **(704)**
- ~ Sexting\* **(802)**
- ~ Sexual Activity **(603)**
- ~ Sexual Harassment\* **(602)**
- ~ Smoking and Tobacco Use **(204)**
- ~ Tardiness **(102)**
- ~ Theft\* **(803)**
- ~ Unauthorized Sale or Distribution of Items Not Otherwise Specified **(704)**
- ~ Vaping **(202)**
- ~ Verbal, Physical and/or Written Threat to Student, Staff or Community Member\* – Threatening or aggressing language, gestures or intentional electronic communication directed toward a student, staff member or community member while on school grounds or school-sponsored event. **(403, 404)**

<b>INTERVENTIONS</b>		
• School-Wide Discipline Procedures	• Behavior Contract	• Saturday School (where available)
• Alert Form	• Behavior Intervention	• Removal from Extra Curricular Activities
• Parent Contact	• Mediation	• Referral to Student Services Team (SST)
• Teacher-Parent Conference	• In-School Intervention or ISS	• Functional Behavioral Assessment
• Denial of School Privileges	• Removal from Bus	• Drug Intervention/Prevention Program
• Restitution+	• Detention	• Community Conferencing
		• Restorative Practices
<b>CORRECTIVE STRATEGIES</b>		
• Informal School-Based Mentoring	• Temporary Removal from Class	• Student Conference
• Alert Form	• Daily Progress Sheet/Point Sheet	• Reteach Expectation
• Check-In with School Counselor/ Resource Staff	• Student Think Sheet	• Kid Talk at PLC
• Referral to Appropriate Counseling Service (Mental or Health)	• Positive Praise Reinforcement	• Time Away from Instruction - Maximum 15 Minutes (Record on Time Away from Instruction Form)
	• Verbal Reminder of Expectation	
	• Peer-Mediation	

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### **LEVEL 3      Examples of Classroom, Support, and Removal Responses**

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These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or destructive 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.

#### **STUDENT BEHAVIOR:**

- ~ Alcohol\* (201)
- ~ Arson/Fire\* (501)
- ~ Bias Behavior\* (407)
- ~ Bullying/Intimidating/Harassing/Cyber Bullying (407)
- ~ Defamation (701)
- ~ Destruction of School Property/Vandalism\* (806)
- ~ Disrespect (Inappropriate Comments, insubordination, or physical gestures) (701)
- ~ Disruption\* – Intentionally engaging in minor behavior distracting from the learning environment. (704)
- ~ Drugs/Controlled Substances\*- Being under the influence of illegal drugs or selling non illegal or illegal drugs (203)
- ~ Drugs/Controlled Substances\*- Unauthorized use/possession of non illegal drugs or look a-likes (203)
- ~ Electronic and Communication Devices – The inappropriate use of a device to take photos, play videos, music, and games or send and/or receive messages. (802)
- ~ Extortion\* (406)
- ~ Fighting\* (405)
- ~ Gross Disrespect (701)
- ~ Harassment\* (407)
- ~ Hazing\* (404, 406, 407)
- ~ Inciting/Participating in a Disturbance\* (704)
- ~ Indecent Exposure\* (602, 603)
- ~ Inhalants\* (202)
- ~ Internet/Computer Misuse (704)



- ~ Laser Pointer Use or Possession **(704)**
- ~ Look Alike Weapon\* **(302)**
- ~ Other Inappropriate Behaviors\* **(704)**
- ~ Physical Attack/Assault on a Community Member\* – Physically pushing, hitting, or otherwise attaching on school grounds or a school-sponsored event. **(401, 403)**
- ~ Physical Attack/Assault on a Student\* – Physically pushing, hitting, or otherwise attaching another student. **(402)**
- ~ Physical Attack/Assault on a Teacher/Staff\* – Physically pushing, hitting, or otherwise attaching another student. **(401, 403)**
- ~ Pornography\* **(602)**
- ~ Possession of Other Guns\* **(302)**
- ~ Possession of Weapons or Chemical Defense Device\* **(303)**
- ~ Possession, Use and/or Threat to Use Fireworks, Explosives, or Bullets\* **(704, 503, 501)**
- ~ Refusal to Obey School Policies **(704)**
- ~ Sexting\* **(802)**
- ~ Sexual Activity **(603)**
- ~ Sexual Attack\* **(601)**
- ~ Sexual Harassment\* **(602)**
- ~ Stalking **(407)**
- ~ Theft\* **(803)**
- ~ Trespassing\* **(804)**
- ~ Vaping\* **(202)**
- ~ Verbal, Physical and/or Written Threat to Student, Staff or Community Member\* – Threatening or aggressing language, gestures or intentional electronic communication directed toward a student, staff member or community member while on school grounds or at a school-sponsored event. **(403, 404)**



## INTERVENTIONS

- School-Wide Discipline Procedures
- Parent Contact
- Teacher-Parent Conference
- Denial of School Privileges
- Restitution+
- Behavior Contract
- Behavior Intervention
- Mediation
- In-School Intervention or ISS
- Removal from Bus
- Detention
- Saturday School (where available)
- Removal from Extra Curricular Activities
- Referral to Student Services Team (SST)
- Functional Behavioral Assessment
- Short-term suspension, 1-3 days<sup>^</sup>
- Suspension of computer privileges
- Drug Intervention/Prevention Program
- Community Conferencing
- Restorative Practices
- Restricted Use of Cell Phone
- Require Parent Pick Up of Cell Phone

<sup>^</sup> All students who receive short-term suspensions will have the opportunity to complete the academic work missed during the suspension period **without penalty.**  
(COMAR 13A.08.01.11.G.1)

## CORRECTIVE STRATEGIES

- Informal School-Based Mentoring
- Alert Form
- Check-In with School Counselor/Resource Staff
- Peer-Mediation
- Referral to Appropriate Counseling Service (Mental or Health)
- Temporary Removal from Class
- Daily Progress Sheet/Point Sheet
- Student Think Sheet
- Positive Praise Reinforcement
- Verbal Reminder of Expectation
- Reteach Expectation
- Student Conference
- Kid Talk at PLC
- Time Away from Instruction - Maximum 15 Minutes (Record on Time Away from Instruction Form)

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## LEVEL 4/5      Examples of Support, Removal, and Administrative Responses

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These responses address serious behaviors while keeping the student in school or where necessary due to the nature of the behavior or potential implications for future harm, remove a student from the school environment. They promote safety of the school community by addressing self-destructive and dangerous behavior. These responses may remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services.

### STUDENT BEHAVIOR:

- ~ Alcohol\* (201)
- ~ Arson/Fire\* (501)
- ~ Bias Behavior\* (407)
- ~ Bomb Threats/False Alarms\* (502)
- ~ Bullying/Intimidating/Harassing/Cyber Bullying (407)
- ~ Defamation (701)
- ~ Destruction of School Property/Vandalism\* (806)
- ~ Disrespect (Inappropriate Comments, insubordination, or physical gestures) (701)
- ~ Disruption\* – Intentionally engaging in minor behavior distracting from the learning environment. (704)
- ~ Drugs/Controlled Substances\* - Being under the influence of Illegal drugs or selling non illegal or illegal drugs (203)
- ~ Electronic and Communication Devices – The inappropriate use of a device to take photos, play videos, music, and games or send and/or receive messages. (802)
- ~ Extortion\* (406)
- ~ Fighting\* (405)
- ~ Gang Activity\* (407, 704 or code commensurate with action)
- ~ Gross Disrespect (701)
- ~ Harassment\* (407)
- ~ Hazing\* (404, 406, 407)
- ~ Inciting/Participating in a Disturbance\* (704)
- ~ Indecent Exposure\* (602, 603)

- ~ Inhalants\* **(202)**
- ~ Internet/Computer Misuse **(704)**
- ~ Laser Pointer Use or Possession **(704)**
- ~ Look Alike Weapon\* **(302)**
- ~ Misuse of 911\* **(502)**
- ~ Other Inappropriate Behaviors\* **(704)**
- ~ Physical Attack/Assault on a Community Member\* – Physically pushing, hitting, or otherwise attaching on school grounds or a school-sponsored event. **(401, 403)**
- ~ Physical Attack/Assault on a Student\* – Physically pushing, hitting, or otherwise attaching another student. **(402)**
- ~ Physical Attack/Assault on a Teacher/Staff\* – Physically pushing, hitting, or otherwise attaching another student. **(401, 403)**
- ~ Pornography\* **(602)**
- ~ Possession of Other Guns\* **(302)**
- ~ Possession of Weapons or Chemical Defense Device **(303)**
- ~ Possession, Use and/or Threat to Use Fireworks, Explosives, or Bullets\* **(704, 503, 501)**
- ~ Sexual Activity **(603)**
- ~ Sexual Attack\* **(601)**
- ~ Sexual Harassment\* **(602)**
- ~ Stalking **(407)**
- ~ Theft\* **(803)**
- ~ Trespassing\* **(804)**
- ~ Vaping\* **(202)**
- ~ Verbal, Physical and/or Written Threat to Student, Staff or Community Member\* – Threatening or aggressing language, gestures or intentional electronic communication directed toward a student, staff member or community member while on school grounds or at a school-sponsored event. **(403, 404)**

**LEVEL 4 & LEVEL 5 RESPONSES ARE NOT HANDLED BY TEACHERS, THESE RESPONSES ARE ADMINISTRATION MANAGED.**



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## LEVEL 6      Expulsion

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This response is as a result of possession of a firearm on school property or school sponsored event; remove the student from the school environment for one calendar year.

### STUDENT BEHAVIOR:

- ~ Possession of a Firearm\*

### INTERVENTIONS

- Send to office with referral

#### Administration Managed Procedures

- Conduct interviews with student, staff, and witnesses, as appropriate
- Follow CCPS Protocol and Student Code of Conduct
- Determine consequences and/or interventions
- Make parent contact
- Follow-up with referring staff member, as appropriate
- Follow-up with student, as appropriate

### KEY:

\*These Behaviors Referred to Law Enforcement (when applicable)

^ All students who receive short-term suspensions will have the opportunity to complete the academic work missed during the suspension period **without penalty.** (COMAR 13A.08.01.11.G.1a)

^^ All students who receive long-term suspensions will have the opportunity to complete the academic work missed during the suspension period **by following CCPS' policy and practices for make-up work for excused absences.** (COMAR 13A.08.01.11.G.2)

+ Unless the student is referred to the Department of Juvenile Services, if a student violates a state or local law/regulation that damages, destroys, or substantially decreases the value of school property or property of another, the principal shall require the student or the student's parent to make restitution. The restitution may be made in the form of monetary restitution or by the student's assignment to a school work project, or both. (COMAR 13A.08.01.11.D)

# Strategies for Communicating

## TEACHERS COMMUNICATING WITH STUDENTS

- Teach expected classroom routines/behavior and revisit periodically throughout the year.
- Refer to specific behavior in PRIM for appropriate strategies
- Student Reflection Form (may be school or teacher's choice)
- Respond to conflict with a conversation
  - student recounts what happened
  - student explains his/her emotions and rationale
  - teacher/student devises a plan of action to make the situation right
- Model appropriate behavior, student repeats, and teacher praises appropriate behavior as demonstrated in the future
- Problem Solving Strategies including...
  - I Message:**  
Victim - "I feel \_\_\_\_\_ when you \_\_\_\_\_."  
Peer - "I understand you feel \_\_\_\_\_ when I \_\_\_\_\_. I will \_\_\_\_\_."
  - Bugs & Wishes:**  
Victim: "It bugs me when you \_\_\_\_\_. I wish you would \_\_\_\_\_." Peer: "I understand it bugs you when I \_\_\_\_\_. I will \_\_\_\_\_."
- Brain break: Short, mental break that is taken during regular intervals during classroom instruction usually limited to 5-minutes and work best when incorporating physical activity.
- Work with Counselor for implementation of BIP.
- Prosocial behavior reminders



## SAMPLE SCRIPTS FOR TEACHER TO PARENT CONTACT



### *Positive Communication*

*Establishing rapport with your new students each year is a vital component of an environment conducive to learning. Positive communication can be in the form of a phone call, note, or face-to-face conference. Parents also want to know that you have their child's best interests in mind. This should convey your openness to a parent-teacher partnership this year.*

See **Positive Communication Documentation Form**

Note: Schools often have developed their own systems of **Positive Praise**. Examples:

- CMS - PAWSitive form
- HHS has CANE cash
- PPMS has Gator Bites

 <b><u>Positive Postcard</u></b> 	
Student _____	Grade/Period _____
Just a note to say it was a GREAT day! Let me tell you about it:	
_____ Teacher Signature	_____ Date

## CONSTRUCTIVE COMMUNICATION

*Of course, for some students you will also need to inform parents of when their child is not following classroom or school guidelines and must report negative behaviors. When this type of contact must be made, begin by referencing the CCPS Student Code of Conduct. Complementing the student for something well done is a good way to open the line of communication before reporting the incident that concerns you. For example:*

### SAMPLE SCRIPT FOR FIRST PARENT CONTACT OF A BEHAVIOR ISSUE:

“Good (morning, evening), Mr/Mrs \_\_\_\_\_. I am \_\_\_\_\_’s teacher for (insert subject or grade). I’m enjoying having \_\_\_\_\_ in my class. I like the way s/he \_\_\_\_\_. I wanted to let you know that I have become concerned about \_\_\_\_\_. According to the CCPS Student Code of Conduct which you should have received the first week of school, this is considered a Level (1 or 2) behavior. I was hoping you would encourage \_\_\_\_\_ to \_\_\_\_\_. This will help \_\_\_\_\_ be more successful in the classroom with their learning.”

### SAMPLE SCRIPT FOR PARENT CONTACT OF ALERT #1:

Note: It is best to make every effort to **contact the parent *the day of the incident*** so that they may speak with their child about it in a timely fashion. If something prevents you from same-day contact, be sure to communicate within 24 hours.

“Good (morning, evening), Mr/Mrs \_\_\_\_\_. I am \_\_\_\_\_’s teacher for (insert subject or grade). (Child’s name) did not (show respect, responsibility, wasn’t ready to learn, safety for) in (location).

(Now describe the incident explaining how the behavior is a Level 1 or 2 response as per the Code of Student conduct. Explain the consequences you’ve implemented in the classroom.)

Tonight (child’s name) will be bringing home an Alert Form regarding the matter. Please discuss the appropriate behavior with your child and why it’s important to correct their actions. Thank you for your support.”

SAMPLE SCRIPT FOR PARENT CONTACT OF ALERT #3:

“Good (morning, evening), Mr/Mrs\_\_\_\_\_. I am \_\_\_\_\_’s teacher for (insert subject or grade). We last had contact on (date) about (child’s name) \_\_\_\_\_ not (showing respect, responsibility, wasn’t ready to learn, safety for) in (location).

Today (child’s name)\_\_\_\_\_ (Describe the incident.)

I know that we have discussed how this behavior is a Level 1 or 2 response as per the Code of Student conduct. (Explain the consequences you’ve implemented in the classroom.) I wanted to let you know that the next time this behavior occurs \_\_\_\_\_ will receive a Discipline Referral to the administrator.

Tonight when \_\_\_\_\_ brings home this Alert Form, please discuss with him/her that next time s/he chooses to engage in this behavior, it will result in a referral to the office. I would appreciate your support to help \_\_\_\_\_ make the most of their education.”

See ***Parent Communication Documentation Form***

# Directions for Documentation

It is advisable to keep documentation on all discipline concerns and interventions used in class regardless of your intention of writing a referral. If a referral is suddenly necessary, any interventions or negative behaviors which were once tolerated but were not documented will not be taken seriously by administrators. Document, document, document.

We find that teachers who consistently write referrals for minor infractions, such as chewing gum or forgetting pencils, are far less likely to get satisfactory consequences from administrators than teachers who save referring students for higher level behaviors.

When a form requiring a parent signature is not returned, send a note home. If the form is still not returned, then a follow up phone call or email needs to be made by the referring teacher.

As with all matters, professional discretion is advised and valued.

## **Positive Communication Documentation Form**

This form is to be used to record all positive communication with students and parents. This form will help you keep track of your communications to ensure equity within the classroom.

## **Parent Communication Form**

Once behavior concerns for a student arise, begin documenting all parent communication regarding the behavior. This form may be turned in with the referral if necessary.

## **Behavioral Documentation Form**

The Behavior Documentation Form is a record kept by the teacher on a student regarding action taken in response to student behaviors for which the teacher may or may not fill out a Discipline Alert. It may be used prior to completing the Alert. This form will serve as documentation for the teacher in instances including:

- referral to the Student Service Team (SST)
- parent conferences
- Student Talk during PLC (Professional Learning Community meetings) or team planning
- a way to track discipline concerns

## **Behavior Intervention Plan (BIP)**

The BIP is the actual plan created from the FBA to help improve behavior. It is also a formal way to document interventions that are attempted.

Documentation for each goal on a BIP plan may be completed on a Daily Point Sheet or other form created by the Behavior Specialist.

## **Secondary School Discipline Alert**

This form is used by classroom teachers and other staff members for Level I and II behaviors. Remember to refrain from including names of other students involved in the incident. Make a copy for your records before sending home and retain for your records. Be sure to follow-up if the form is not returned signed. Inform administration after the second alert.

## **Secondary School Discipline Referral**

This form is used by a staff member to report **repeated** Level I or II behaviors OR a Level III or higher. Remember to refrain from including names of other students involved in the incident. Make a copy for your records before sending to the office and retain for your records. Once the referral is submitted, it is the administrators' responsibility to follow through with consequences and parental notification. It is important for teachers to note our CEA Contract Language Article 19, found on page 6 of this document.

## **Time Away from Instruction Log**

This form is used to document any time a student is removed from instruction for behavioral reasons.

According to CCPS Special Education Department, any time a student is not engaging in a learning task, the behavior should be noted on the *Time Away from Instruction Log*. Record on the form the behavior or what provoked the behavior, the time the student became disengaged, the return time the student engaged in learning, total time away from instruction and all interventions attempted to return student to on task behavior.



# Positive Communication Documentation Form

Student's Name

Positive Note - Student	Positive Note - Student	Positive Note - Parent	Positive Note - Parent	Positive Phone Call	Positive Phone Call	Positive Praise	Positive Postcard		

# Parent Communication Documentation Form

Student: \_\_\_\_\_ Year 20 \_\_\_\_ -20 \_\_\_\_

Date of Communication	Name of Contact	Reason	Format	Result/Outcome

**Format Codes:** 1--email 2--paper note 3--face-to-face 4--phone 5-- 6--

# Behavior Documentation Form

Student Name \_\_\_\_\_

Teacher Name \_\_\_\_\_

Possible Behaviors	Possible Interventions & Consequences
<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Electronic devices</li> <li>• Disrespect</li> <li>• Disruption</li> <li>• Food or drink</li> <li>• Inappropriate tone/attitude</li> <li>• Inappropriate language</li> <li>• Minor dishonesty</li> <li>• Minor refusal to follow a reasonable request (Insubordination)</li> <li>• Lack of Preparedness</li> <li>• Running/Horseplay</li> <li>• Tardiness</li> <li>• Minor PDA</li> <li>• Throwing small objects</li> </ul>	<ul style="list-style-type: none"> <li>• Seat Change</li> <li>• Warning</li> <li>• Positive reinforcements</li> <li>• Teacher-Assigned Detention</li> <li>• Parent/Guardian Contact by teacher</li> <li>• Conference with student and teacher</li> <li>• Referral to Guidance Counselor</li> <li>• Conference with student, guardian, and teacher</li> <li>• Conference with student, teacher, and counselor or administrator</li> </ul>

***I understand that if I continue to repeat the same behavior multiple times, I will get a referral.***

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

\_\_\_\_\_  
Date

Student Behavior	Date Behavior is Observed by Teacher	Student Initials	Teacher Intervention	Date Intervention Implemented	Date of Parent Contact (if necessary)	Teacher Initials



# Sample Documentation for BIP Plan

Student Name \_\_\_\_\_

Goal 4-5 points and only 0-1 break per class

Class	Goal 1: Independently start tasks with 1-2 prompts.		Goal 2: Complete tasks with 1-2 prompts		Goal 3: Positive interactions with peers and staff within 1-2 prompts.			Times out of Class (tallies)	Points	Comments	Teacher Signature
	1	0	1	0	3	2	1				
English – Part 1	1	0	1	0	3	2	1	0			
English – Part 2	1	0	1	0	3	2	1	0			
FCS	1	0	1	0	3	2	1	0			
PE/Music	1	0	1	0	3	2	1	0			
Intervention/ Advisory	1	0	1	0	3	2	1	0			
Science/ SS	1	0	1	0	3	2	1	0			
Math- Part 1	1	0	1	0	3	2	1	0			
Math- Part 2	1	0	1	0	3	2	1	0			
Comments:											



# Think Sheet



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

I chose to ignore the following school rules:

*Practice Integrity* \_\_\_\_\_

*Always Show Respect* \_\_\_\_\_

*Work Responsibly* \_\_\_\_\_

*Strive for Excellence* \_\_\_\_\_



The unexpected behavior I displayed was: \_\_\_\_\_

When it happened: \_\_\_\_\_

Why it happened: \_\_\_\_\_

What should the consequence be? \_\_\_\_\_

I will make sure I act differently the next time by:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Secondary School Discipline Alert Form

1 2 3 \_\_\_\_\_ (Circle report number or write on line)

Quarter \_\_\_\_\_

Student: \_\_\_\_\_

Staff Reporting: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

Grade: \_\_\_\_\_

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

<p style="text-align: center;"><b>Location:</b></p> <p><input type="checkbox"/> Bathroom</p> <p><input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> Classroom</p> <p><input type="checkbox"/> Hallway</p> <p><input type="checkbox"/> Field Trip</p> <p><input type="checkbox"/> Other: _____</p>	<p style="text-align: center;"><b>Corrective Strategies:</b> <i>Check all that apply</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"><input type="checkbox"/> Verbal redirection</td> <td style="width: 33%;"><input type="checkbox"/> Problem solving (oral)</td> </tr> <tr> <td><input type="checkbox"/> Behavior Chart</td> <td><input type="checkbox"/> Student Reflection Form</td> </tr> <tr> <td><input type="checkbox"/> Proximity control</td> <td><input type="checkbox"/> Student separation in room</td> </tr> <tr> <td><input type="checkbox"/> Brain break</td> <td><input type="checkbox"/> Loss of activity</td> </tr> <tr> <td><input type="checkbox"/> Break in room</td> <td><input type="checkbox"/> Loss of access to item</td> </tr> <tr> <td><input type="checkbox"/> Break outside of room/walk</td> <td><input type="checkbox"/> Student conference</td> </tr> <tr> <td><input type="checkbox"/> Time away from instruction (___ mins)</td> <td><input type="checkbox"/> Working lunch</td> </tr> <tr> <td><input type="checkbox"/> Other _____</td> <td></td> </tr> </table>	<input type="checkbox"/> Verbal redirection	<input type="checkbox"/> Problem solving (oral)	<input type="checkbox"/> Behavior Chart	<input type="checkbox"/> Student Reflection Form	<input type="checkbox"/> Proximity control	<input type="checkbox"/> Student separation in room	<input type="checkbox"/> Brain break	<input type="checkbox"/> Loss of activity	<input type="checkbox"/> Break in room	<input type="checkbox"/> Loss of access to item	<input type="checkbox"/> Break outside of room/walk	<input type="checkbox"/> Student conference	<input type="checkbox"/> Time away from instruction (___ mins)	<input type="checkbox"/> Working lunch	<input type="checkbox"/> Other _____	
<input type="checkbox"/> Verbal redirection	<input type="checkbox"/> Problem solving (oral)																
<input type="checkbox"/> Behavior Chart	<input type="checkbox"/> Student Reflection Form																
<input type="checkbox"/> Proximity control	<input type="checkbox"/> Student separation in room																
<input type="checkbox"/> Brain break	<input type="checkbox"/> Loss of activity																
<input type="checkbox"/> Break in room	<input type="checkbox"/> Loss of access to item																
<input type="checkbox"/> Break outside of room/walk	<input type="checkbox"/> Student conference																
<input type="checkbox"/> Time away from instruction (___ mins)	<input type="checkbox"/> Working lunch																
<input type="checkbox"/> Other _____																	
<p style="text-align: center;"><b>School Rule Broken:</b></p> <p><input type="checkbox"/> Respect</p> <p><input type="checkbox"/> Responsible</p> <p><input type="checkbox"/> Ready to Learn</p> <p><input type="checkbox"/> Safety</p>	<p style="text-align: center;"><b>Prior Parent Contact:</b></p> <p style="text-align: center;"><input type="checkbox"/> Yes <input type="checkbox"/> No, First Offense</p> <p>Date: _____ Time: _____</p> <p><input type="checkbox"/> Phone contact with _____</p> <p><input type="checkbox"/> Written Notification</p> <p><input type="checkbox"/> In person</p> <p><input type="checkbox"/> Phone message</p> <p><input type="checkbox"/> Copy of incident to parent on _____</p>																

**Description of the incident:** *(Do not include names of other students)*

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

*Copy 1 – Student/Parent*

*Copy 2 – Teacher*

*Copy 3 - Office*

# Secondary School Discipline Referral

Student: \_\_\_\_\_ Staff Reporting: \_\_\_\_\_ Quarter \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

**Location:**

<input type="checkbox"/> Bathroom	<input type="checkbox"/> Hallway
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Field Trip
<input type="checkbox"/> Classroom	<input type="checkbox"/> Other: _____

**Level of Offense:**

Level I or Level II Chronic Behavior

Level III Offense

*For Level I and II offenses, attach Discipline Alert Reports.*

**Description of the incident:** *(Do not include names of other students; use additional page if necessary.)*

## FOR OFFICE USE ONLY

<p><b>Incident Code:</b></p> <ul style="list-style-type: none"><li><input type="radio"/> Bullying/Intimidation/Harassing/Cyberbullying (407)</li><li><input type="radio"/> Destruction of school property/vandalism (806)</li><li><input type="radio"/> Disrespect (701)</li><li><input type="radio"/> Disruption (704)</li><li><input type="radio"/> Fighting (405)</li><li><input type="radio"/> Internet/computer misuse (704)</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> Look alike weapon (302)</li><li><input type="radio"/> Physical attack/assault on a student (402)</li><li><input type="radio"/> Physical attack/assault on a teacher/staff (401,403)</li><li><input type="radio"/> Pornography (602)</li><li><input type="radio"/> Possession of a weapon (303)</li><li><input type="radio"/> Verbal/physical/written threat to student, staff, or community member (403,404)</li><li><input type="radio"/> Other _____</li></ul>
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**Administrative Action:**

**Administrator:**

Principal

Vice Principal

Dean of students

Other: \_\_\_\_\_

**Signatures:**

Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent Contacted:**

Name \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_

Date Referral Received: \_\_\_\_\_ Student ID # \_\_\_\_\_ Date School Submitted: \_\_\_\_\_ Incident #: \_\_\_\_\_

# Time Away from Instruction Log

## Calvert County Public School

<b>Student:</b>	<b>School:</b>	<b>Grade:</b>	
<b>Does the student have an IEP?</b>	YES or NO	<b>Does the student have a Sec: 504 plan?</b>	YES or NO

<b>DATE of Event(s):</b>			
Antecedent: What happened just before student was away from instruction?	Start Time	End Time	Total Time away from instruction
<b>Event #1:</b>			1. 2. 3.
<b>Event #2:</b>			1. 2. 3.
<b>Event #3:</b>			1. 2. 3.
<b>Event #4:</b>			1. 2. 3.

What Interventions were used to return the student to the instructional setting? (S or U = was the intervention successful or unsuccessful?)	
1.	S or U
2.	S or U
3.	S or U
1.	S or U
2.	S or U
3.	S or U
1.	S or U
2.	S or U
3.	S or U
1.	S or U
2.	S or U
3.	S or U

Antecedent: What happened just before student was away from instruction?	Start Time	End Time	Total Time away from instruction	What interventions were used to return the student to the instruction? (S or U = was the intervention successful or unsuccessful?)
<b>Event #5:</b>				1. S or U 2. S or U 3. S or U
<b>Event #6:</b>				1. S or U 2. S or U 3. S or U
<b>Event #7:</b>				1. S or U 2. S or U 3. S or U
<b>Event #8:</b>				1. S or U 2. S or U 3. S or U

**Staff Completing Log:**

Name:	Position:

# Glossary

**504 Plan** – A plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives accommodations that will ensure their academic success and access to the learning environment. Classroom teachers implement 504 Plans. These are federally regulated with annual meetings.

**Alternative Education (Alt. Ed)** – Provides a combination of intense, individual academic instruction and behavior modification counseling in a small alternative setting to assist students in returning successfully to their regular classroom.

**Behavior Development Program (BDP)** – This is a special education program for students who qualify through the IEP process.

**Behavior Intervention Plan (BIP)** – The BIP is the actual plan created from the FBA to help improve behavior. It is also a formal way to document interventions that are attempted.

**COMAR** – Code of Maryland Regulations; Maryland laws that govern education in the state.

**Confer** – A discussion or a dialogue by any means, for example, telephone, electronic mail, or face-to-face meeting where the views of the teacher are considered. (COMAR 13A.08.01.11.B.01)

**Consultation** – A written or verbal communication about what has already taken place with the child, and what the plan, disciplinary or non-disciplinary, will be moving forward. This communication should take place prior to readmission to a classroom, though it may sometimes be necessary to have a more in depth follow up for longer term strategy in addition to the plan for just that day.”

**Corporal Punishment** - Physical punishment or undue physical discomfort inflicted on the body of a student for the purpose of maintaining discipline or to enforce school rules.

**Corrective Strategies** – Respond to conflict by including all impacted individuals in processes that rebuild relationships, ensure meaningful accountability, and repair the classroom community.



**Functional Behavioral Assessment (FBA)** – A process that identifies specific target behavior, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress.

**Individual Education Program (IEP)** – A detailed report of formal and informal testing, goals/objectives, and services provided to a student to assist them in succeeding in the least restrictive environment. Reporting and maintenance on the IEP is done by the special education teacher.

**Inappropriate** – Not suitable or proper in the educational setting either in school or a school sanctioned activity.

**Infraction** – Breaking a school rule. It can be a minor or major violation.

**Lunch Detention** – Eating and working either in classroom or at a separate cafeteria table and assigned by teacher. This can be assigned by the teacher and/or administrator and usually administered in office.

**Negative Intervention** – A negative consequence to an infraction such as taking away personal computer time for talking to an elbow partner at inappropriate times.

**Positive Intervention** – A plan put into place between the student and teacher (or admin) to correct a recurring infraction. Positive interventions are preferable to negative intervention for minor infractions.

**Progressive Discipline** – A range of consequences for violations of behavioral standards which provides the foundation for Calvert County Public Schools disciplinary actions; student discipline is applied at the lowest level commensurate with the action or behavior that precipitated the intervention; a balanced approach in determining the interventions and/or consequences to be used is based on an assessment of the situation and a continuum of disciplinary standards.

**Referral** – An official form to document inappropriate behavior of a student. It is used to communicate what happened and the administrative response.

**Restorative Practices** – Practices conducted in a whole school ethos or culture that supports peace making and solves conflict by building a community and addressing harm in a school setting and that are conducted by trained staff, focus on repairing the harm to the community through dialogue that emphasizes individual accountability, and help

build a sense of belonging, safety, and social responsibility in the school community.  
(COMAR 13A.08.01.11.B.08)

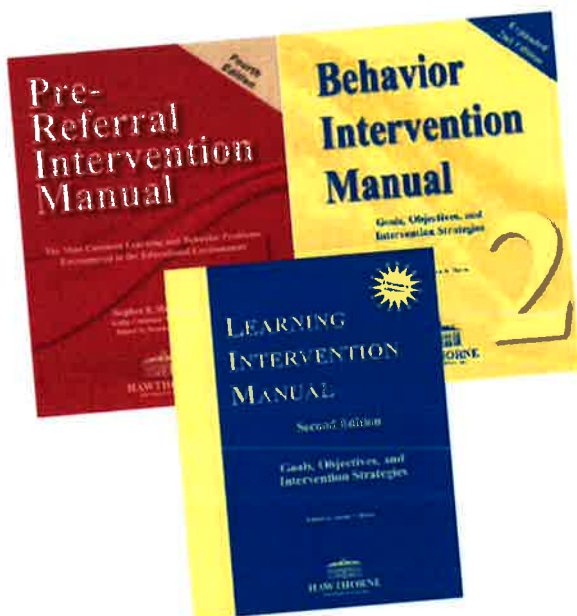
**Student Services Team (SST)** – A group of educators, headed by an administrator that provide academic, health, career development and interpersonal services for students.

**Time Away from Instruction** – Any time student is not partaking in classroom activities. A teacher might send a student to the office for cooling off or a referral. This should be documented on the time away from instruction log. Also, if a student refuses to participate in classroom activities and classwork would be considered “time away from instruction.” This should also be documented.

**Written Statements** – Statements that students write to provide their account of an incident that may have occurred. This gives staff / administration information to guide the level of response for the behavior.

## RESOURCES

Find out where the resources pictured below are in your building!



These manuals provide easily implemented, practical, and appropriate intervention strategies that can be implemented in any classroom.

**PRIM** – *Pre-Referral Intervention Manual*

**BIM** – *Behavior Intervention Manual*

**LIM** – *Learning Intervention Manual*