

ELEMENTARY TEACHERS DISCIPLINARY GUIDE

2023 – 2024



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Teachers and Staff:

The Calvert Education Association has updated this Guide for Elementary Teachers with a continued 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 climate that is safe and orderly for all.

Please note that COMAR Law now provides clarification on discipline in our schools. Section 13A.08.01.11.H – Intervention and Support has been added. Under this new 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.”

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 this booklet and effective application of its principles and practices.

This Handbook is a work in progress. It follows Maryland regulations and 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
and/or your CEA President Dona Ostenso at 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 and/or your CEA President Dona Ostenso at 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

Every 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.



**If you want to change a child's behavior,
you must connect before you correct.**

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.*

Building Positive Teacher-Student Relationships

P Praise	R Respect
O Openness	E Empathize
S Support	L Listen
I Interest	A Accept
T Trustworthiness	T Teaching
I Interact	I Individualize
V Validate	O Observe
E Enjoyment	N Non-judgmental
	S Share
	H Help
	I Imitate
	P Play
	S Sensitivity

newsO-matic

By Dr. Phyllis S. Ohr

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.

Classroom Management

HOW CAN THE CLASSROOM BEST BE MANAGED?

Proactive disciplinary strategies that avoid behavior problems are always better than reactive strategies that try to reduce problem behaviors after they are already present. Thereafter, student behavior that does not conform to classroom rules becomes an opportunity to bring student attention back to classroom expectations.

~American Psychological Association, Top 20 Principles From Psychology for PreK–12 Teaching and Learning

Students' ability to learn is as much affected by their interpersonal and intrapersonal behavior as it is by their academic skills. Student behavior that does not conform to classroom routines and procedures or teacher expectations cannot simply be regarded as a distraction to be eliminated before instruction can take place. Rather, behaviors conducive to learning and appropriate social interaction are best taught at the beginning of the academic year and reinforced throughout the year. These behaviors can be taught using proven behavioral principles.

Routines and procedures keep your class running smoothly so that you have more time for teaching academics.

Adapted from NEA's "I Can Do It" Classroom Management training module, developed by California Teachers Association.

Routines and procedures are just like other instructional activities. They have to be taught, reviewed, and reinforced if they are to be remembered. As we start the year, the teaching of routines and procedures is the first activity we should accomplish. Once this has been done, we can begin to teach and will teach more by the end of the year than if we had simply handed out books and started instruction.

Introduce each routine and procedure and discuss the variety of behaviors that it might include. Reinforce students who are following the routines and procedures. Thank them for their consideration. At the elementary level, reinforcement can be done aloud. Upper grade, middle, and high school students can be thanked quietly and privately.

Routines and procedures should be both written and taught to students at the beginning of the year. Guidelines for establishing routines and procedures are:

- Involve the class in making the routines and procedures.
- Keep the routines and procedures short and easy to understand.
- Phrase the routines and procedures in a positive way.
- Remind the class of the routines and procedures at times other than when someone has misbehaved.
- Make different routines and procedures for different kinds of activities.
- Key children in to when different routines and procedures apply.
- Post the routines and procedures and review them periodically.
- If a routine or procedure isn't working, change it.

Of course, while choosing the right routines and procedures for your classroom is an individual decision, they should be aligned with your schools' procedures and expectations.

But be sure to define what you expect of students from the very beginning. Remember to take time to teach routines and procedures during the first days and weeks of school and revisit often throughout the school year.

Here is a list of general procedures to consider as you develop your routines and procedures. You can adapt them to your grade level and school setting. *(adapted from 30 Classroom Procedures to Head Off Behavior Problems by Bonnie Murray, Scholastic, 2002)*

1. **Beginning the day:** Unpack at your desk; put your belongings away; make a lunch choice; turn in any work or notes; begin morning work assignment.
2. **Entering the room:** Enter quietly and politely; remove your hat and coat if you're wearing one; show consideration to the teacher and other students who are working; follow the appropriate procedures for each time of day (e.g., morning, after lunch, after a special class).
3. **Lining up:** Stand up quietly; push in your chair; take all necessary items; line up without touching others or talking; face the front of the line; watch where you are going.
4. **Leaving the room:** Tell me where you are going; take the correct hall pass; do not run or play in the hallways or restrooms.
5. **Dismissal:** Clean off your desk; pack up your belongings; pick up any trash within three feet of your desk; stack your chair; collect your mail; listen quietly to be dismissed.

6. **Taking out/putting away/caring for supplies:** Follow the directions immediately; recap markers and glue; put things away neatly.
7. **Participating in group lessons:** Bring only the materials requested; politely find a place to sit where you can do your best learning; sit flat, not on your knees; listen carefully for new information; raise your hand to speak; do not speak when someone else is speaking.
8. **Obtaining help with assignments:** Ask 3 before me rule; quietly ask the students at your table for help with directions if you need it; if you are working alone, raise your hand to get help from me; if you are working with a group, ask them for help in understanding how you do the assignment.
9. **Handing in finished work/homework:** Make sure your name is on your paper; place your paper upside down in the "finished work" or "homework" basket.
10. **What to do with unfinished work:** If I ask for work to be turned in, let me know if it isn't finished; if I ask you to keep an unfinished project, put it in your class work notebook.
11. **When and how to use the school restroom:** If I am not teaching the whole group, stand by the classroom door with your hand raised or show the universal bathroom signal; if I say "no," wait for a better class time to go; if I nod, leave the room quietly; do not play in the restroom; return to class before two minutes have passed (promptly).
12. **When and how to use the drinking fountain or sink:** When I am not teaching the whole group, you may get a drink; take only a three-second drink; you may bring a water bottle to keep on your desk; if you need to wash your hands, use only a little soap and two clicks of paper towels; wipe up any water you spill.
13. **When and how to use the pencil sharpener:** At the beginning of each day, sharpen 2 or 3 pencils for the day; if your pencil breaks during an assignment, take out an already sharpened pencil; empty the pencil sharpener when full.
14. **Being a classroom helper; learning a classroom job:** If you get a job on Monday, see the person who did the job last week during the beginning of the day, ask him or her for the job description, and have him or her help you on the first day. For the rest of the week, it is your responsibility to remember to do your job.
15. **Getting into work groups:** Take all the materials you will need; greet each other; complete the task doing your personal best; make sure each person signs the project; thank the others in your group.

16. **Using the classroom library:** When I am not teaching the whole group, you may check out a book. To do so, select a book (you only have three minutes at the class library) and sign out the book on the sign-out sheet. Take good care of the book; when you are finished, return the book to the basket and check it off the list.
17. **Heading your paper:** As soon as you get a paper, print your first name and last initial at the top on the right-hand side and today's date at the top on the left-hand side; put your classroom number in the upper right-hand corner.
18. **Preparing for lunch:** Wait quietly at your desk; when your lunch number is called, get your lunch or lunch money and line up in order; take everything with you, as you may not be allowed to come back to the classroom after we leave for lunch; while you're waiting in line, think about the way you need to behave in the lunchroom and on the playground; while you're at lunch and at recess, find one person who is behaving responsibly and be prepared to tell the class what you noticed.
19. **Getting a tissue:** You may get a tissue from the closest of the tissue boxes whenever you need one; you don't even have to ask; throw the used tissue away immediately; make sure it goes in the trash can; get right back to work.
20. **Lunch count/attendance:** "Choice A and Choice B" means you are having school lunch; "Brought" means you brought a lunch from home; move your attendance tag/magnet/clothespin to the "Choice A", "Choice B", or "Brought" sign/spot; wait patiently for your turn.
21. **Throwing away trash:** You may throw away trash whenever you need to if I am not teaching the whole group; do not play basketball with your trash; make sure all trash goes in the can; pick up trash even if it isn't yours.
22. **Turning in lost items:** Ask the people around you if they lost the item you found; if not, write your name and the date on a slip of paper and tape the item to it; if it is money or something valuable, put the item and slip on my desk for safekeeping; if not, put it in the Lost and Found box; give yourself a "pat on the back" for being honest.
23. **Locating lost items:** Ask the people around you if they found the item you lost; if not, check the Lost and Found box; if it is not there, ask me at a time when I'm not teaching; if you find it, thank the person who turned it in; next time, try to take care of your things. Consider going through the Lost and Found box at the end of each month with the whole class. If an item remains unclaimed, give it to the person who turned it in.

24. **Pledge:** When you hear/see the signal, stop what you're doing immediately and stand up; place your right hand over your heart; say the Pledge of Allegiance respectfully; during the 30 seconds of silence, quietly think about the things you want to learn today and how you will act in class and on the playground.
25. **Visitors in the classroom:** When visitors enter the room, continue working without interruption; remember, most visitors are here to watch you learn, so be ready to explain what you are working on; treat visitors respectfully.
26. **Fire drill:** Stop everything; stand up, push in your chair, and head for the door quickly, but without running or pushing; do not cover your ears; do not make any side trips; the classroom "fire chief" takes the fire drill packet and leads the line outside; the second person in line holds the classroom door for the rest of the class; the third person in line holds the outside door only for our class, then becomes the last person in line; wait patiently, calmly, and quietly in line outside until we are allowed to go back to what we were doing. *Check with your individual school for specific routines.*
27. **Signals for attention:** When I need your attention, I will ring the chimes (or sound the rain stick, open the music box, etc.); as soon as you hear the signal, stop what you are doing, look at me, and listen for directions.
28. **Helping other students:** In a cooperative classroom, it is good to help one another; if someone needs help with directions or reading an assignment, help him or her if you are able; if someone needs help with understanding the problem, tell him or her to ask me for help; never put down another student who asks for help.
29. **Organizing desk:** Remove all loose papers; decide if they should go home or stay at school; put papers that should stay at school in the front pocket of your work notebook; put pencil or art supplies in your school box; put your folders and work notebook on the left side of your desk tray; everything else goes on the right side; pick up your trash.
30. **What to do during free time:** If you finish an assignment, first work on any unfinished assignments that are in the front pocket of your work notebook; when you finish those, you may choose to do your classroom job, read a book, write a story, illustrate a book, make up math problems, work on a research project, peer-tutor someone who needs your help, or create a song/poem about what the class is studying. *See ELA Launch Unit for more ideas.*

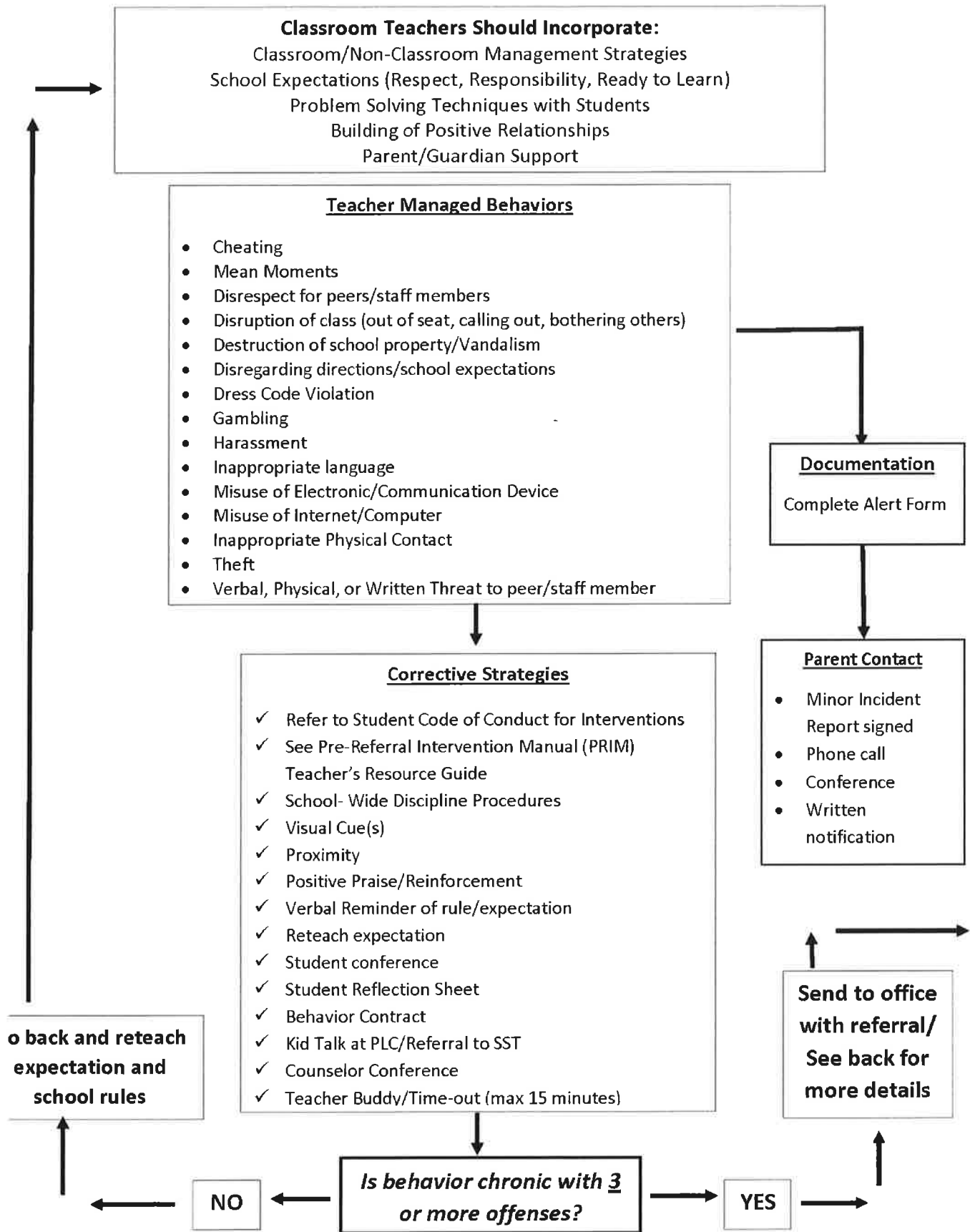
31. **Small Group Instruction:** Ask 3 before me rule; if the teacher is working with a small group, do not interrupt unless it is an emergency. Those not meeting with the teacher are completing independent assignments demonstrating respect for the learning community.
32. **Hallway:** Walk quietly on the blue line; hands at your side; be respectful of classrooms where learning is occurring. Check with your individual school for specific routines.
33. **Use of technology:** *See Common Sense Media lessons and CCPS Technology Contract in developing expectations and routines.*
34. **Office call into classroom:** When the office buzzes in, stop talking and listen; the only person who can respond is the teacher or the designated helper.

The use of corporal punishment is prohibited. Corporal punishment is physical punishment or undue physical discomfort inflicted on the body of a student for the purpose of maintaining discipline or to enforce school rules.

The secret to warding off at least some behavior problems is establishing positive classroom routines and procedures for daily tasks and activities. Your students will appreciate your consistency, and once they have internalized the classroom routines and procedures, the day will run that much more smoothly.

Elementary Discipline Procedure Flow Chart

See CCPS Code of Conduct or pages 26 – 31 of this guide for the complete list of behaviors.



Office Managed Behaviors

- Alcohol
- Arson/Fire
- Bias Behaviors
- Bomb Threat/False Report
- Bullying
- Chronic Level I and Level II Behaviors (parent contact must be made prior to writing referral; attach copies of Alert Forms)
- Disruption of class instruction
- Fighting
- Gang Activity
- Gross Disrespect
- Harassment (Verbal, Physical, Sexual)
- Misuse of Electronic/Communication Device/Sexting
- Misuse of Internet/Computer
- Physical Attack
- 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.

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* (2nd 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.

INTERVENTIONS AND CORRECTIVE STRATEGIES

LEVEL 1

INTERVENTIONS

- School-Wide Discipline Procedures
- Parent Contact
- Teacher-Parent Conference
- Denial of School Privileges
- Restitution+
- Behavior Contract
- Behavior Intervention
- Classroom Management Decisions
- Conference with Counselor
- Lunch Detention
- Drug Intervention/Prevention Program
- Community Conferencing
- Restorative Practices

CORRECTIVE STRATEGIES

- Student Think Sheet
- Positive Praise Reinforcement
- Verbal Reminder of Expectation
- Reteach Expectation
- Student Conference
- Alert Form
- Kid Talk at PLC
- Change Seat Assignment
- Referral to Student Services Team (SST)
- Time Away from Instruction - Maximum 15 Minutes (Record on Time Away from Instruction Form)

LEVEL 2

INTERVENTIONS

- School-Wide Discipline Procedures
- Alert Form
- 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
- Drug Intervention/Prevention Program
- Community Conferencing
- Restorative Practices

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
- Referral to Student Services Team (SST)
- Time Away from Instruction - Maximum 15 Minutes (Record on Time Away from Instruction Form)

LEVEL 3

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 ^
- Suspension of computer privileges
- Drug Intervention/Prevention Program
- Community Conferencing
- Restorative Practices

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)

LEVEL 4 and LEVEL 5

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

CORRECTIVE STRATEGIES

- Referral to Student Support Team (SST)
- Removal from Extracurricular Activities
- Restitution
- Restorative Practices (Classroom-Based or Specialist- Facilitated)
- Short-Term Out-of-School Suspension (1 - 3 days) ^
- Temporary Removal from Class
- Long-Term Out-of-School Suspension (4 – 10 days) ^^
- Extended Suspension (11 – 45 days)

LEVEL 6

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)

LEVELS OF RESPONSE FOR STUDENT BEHAVIOR

KEY: USE LOWEST LEVEL INDICATED FIRST IF APPLICABLE

	Level 1: Teach appropriate behavior by trying a variety of classroom management strategies.	Level 2: Engage the student support system and aim to correct behavior by stressing its severity. May include exclusion within the school building (ISS)	Level 3: Short-term removal of a student from the classroom.	Level 4: Long-term removal of a student from the school environment.	Level 5: Removal of a student from the school environment for an extended period of time and/or the placement of the student in a safe environment that provides additional structure and services.	Level 6: Remove a student from the school environment for a period of one calendar year.	
STUDENT BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Academic Dishonesty/Cheating (801) Academic dishonesty through cheating, copying, forging signature of teacher and/or parent, plagiarizing, altering records, or assisting another in such actions.	■	■					
Arson/Fire (501) Attempting to, aiding in, or setting fire to a building or other property.			■	■	■		■
Bias Behaviors (407) Bias-related behavior broadly encompasses actions that may involve the use of images, language, or behaviors that directly or indirectly demonstrate racism, hostility or contempt toward a person or group on the basis of actual or perceived identity.		■	■	■	■		■
Bomb Threats/False Alarms (502) The conveyance of threats or false information concerning the placement of explosive or destructive substances, and/or initiating a report warning of a fire or other catastrophe without cause.				■	■		■
Bullying/Intimidating/Harassing/Cyber Bullying (407) Intentional conduct, including an intentional electronic communication on or off school property, or verbal, physical, or written conduct on school property, 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.	■	■	■	■	■		
Class Cutting/Tuancy (101) Unlawfully absent from school or classes for a school day of a portion of the school day without parental consent.	■	■					

LEVELS OF RESPONSE FOR STUDENT BEHAVIOR

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STUDENT BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Disruption (704) Intentionally engaging in minor behavior distracting from the learning environment; Intentionally and persistently engaging in minor behavior that distracts from the learning environment (e.g., talking out of turn, throwing small items, horseplay); 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, disrupting a fire drill.) Behavior which interferes with the learning of others in a classroom or other learning environment.	■	■	■	■	■		■
Defamation (701) Any intentional false communication, either written or spoken, that harms a person's reputation; decreases the respect, regard, or confidence in which a person is held; or induces disparaging, hostile, or disagreeable opinions or feelings against a person.			■	■			
Destruction of School Property/Vandalism (806) Damage, destruction, or defacement of property belonging to the school or others.	■	■	■	■	■		■
Disrespect (701) Inappropriate comments, insubordination, or physical gestures to teachers or staff members or others.	■	■	■	■			
Dress Code Violations (706) Failure to comply with guidelines governing attire as outlined in this Students' Rights, Responsibilities and Code of Conduct.	■	■					
Electronic and Communication Devices (802) The inappropriate use of a device designed to take photographs or videos, play music, or play games on school property during the regular school day or using any portable electronic instrument which may be used for the purpose of sending and/or receiving messages.	■	■	■	■			
Extortion (406) The process of obtaining property from another, with or without the person's consent, by a wrongful use of force, fear, or threat.			■	■	■		■
Fighting (405) A physical confrontation involving two or more students.			■	■	■		■

LEVELS OF RESPONSE FOR STUDENT BEHAVIOR

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Level 1: Teach appropriate behavior by trying a variety of classroom management strategies.	Level 2: Engage the student support system and aim to correct behavior by stressing its severity. May include exclusion within the school building (ISS)	Level 3: Short-term removal of a student from the classroom.	Level 4: Long-term removal of a student from the school environment.	Level 5: Removal of a student from the school environment for an extended period of time and/or the placement of the student in a safe environment that provides additional structure and services.	Level 6: Remove a student from the school environment for a period of one calendar year.							
STUDENT BEHAVIOR						LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Gambling (704) To play a game for money or property; betting.						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					
Gang Activity (407, 704, or code commensurate with action) Anti-social and/or gang activities including the commission of, attempted commission of, conspiracy to commit, or solicitation of two or more crimes or acts by a juvenile that would be an underlying crime if committed by an adult.									<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Gross Disrespect (701) Inappropriate comments or physical gestures of a serious nature including, but not limited to, profanity and vulgarity.							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
Harassment. (407) 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 and is: <ul style="list-style-type: none"> ▪ Motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or, ▪ Threatening or seriously intimidating; and, ▪ Occurs on school property, at a school activity or event, or on a school bus; or, ▪ Substantially disrupts the orderly operation of a school. 						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Hazing (404, 406, 407) Any activity that recklessly or intentionally endangers mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any group or organization.						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Inciting/Participating in a Disturbance (704) Causing or contributing to a disruption to the atmosphere of order and discipline in the school necessary for effective learning, other than classroom disruption.						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Indecent Exposure (602, 603) Exposure of the private parts of the body in a lewd or indecent manner in a public place.								<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

LEVELS OF RESPONSE FOR STUDENT BEHAVIOR

KEY: USE LOWEST LEVEL INDICATED FIRST IF APPLICABLE

Level 1: Teach appropriate behavior by trying a variety of classroom management strategies.	Level 2: Engage the student support system and aim to correct behavior by stressing its severity. May include exclusion within the school building (ISS)	Level 3: Short-term removal of a student from the classroom.	Level 4: Long-term removal of a student from the school environment.	Level 5: Removal of a student from the school environment for an extended period of time and/or the placement of the student in a safe environment that provides additional structure and services.	Level 6: Remove a student from the school environment for a period of one calendar year.
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STUDENT BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Internet/Computer Misuse (704) Accessing, communicating or creating inappropriate and/or profane information. Deliberately interfering or disrupting system performance.	■	■	■	■	■		
Laser Pointer Use or Possession (704) To have or use an object which projects a laser beam.	■	■	■	■	■		
Look Alike Weapon (302) Any implement, visible or concealed, possessed under a circumstance that would reasonably lead a person to believe it was a weapon or would be used as a weapon.	■	■	■	■	■		■
Misuse of 911 (502) Call when there is no emergency; false reporting.				■	■		■
Other Inappropriate Behaviors (704) Any other behaviors that may interfere with the safety of persons or property.	■	■	■	■	■		■
Physical Attack/Assault on a Community Member. (401, 403) Physically pushing, hitting, or otherwise attacking a member of the community while on school grounds or at a school-sponsored event.	■	■	■	■	■		■
Physical Attack/Assault on a Student (402) Physically pushing, hitting, or otherwise attacking another student.	■	■	■	■	■		■
Physical Attack/Assault on a Teacher/Staff (401, 403) Physically attacking an employee of the school system, including striking a staff member who is intervening in a fight or other disruptive activity.			■	■	■		■
Pornography (602) Written, drawn, printed, photographic or video materials that are obscene, vulgar, and that may be offensive or disruptive may not be produced, possessed, distributed or shown to other individuals on school property, on school buses, or during school-sponsored activities. Students may not possess, distribute, or show pornographic materials.		■	■	■			■

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STUDENT BEHAVIOR							
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Possession of a Firearm (301) Any weapon defined in § 921 of Title 18 of the United States Code; any weapon which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any weapon described above; any weapon which may be readily converted to expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter; or any combination of parts either designed or intended for use in converting any device into a destructive device described above, and from which a destructive device may be readily assembled.						■	■
Possession of Other Guns (302) Other guns of any type, loaded or unloaded, operable or inoperable, including any object that a reasonable person would believe is a gun other than a firearm (i.e. BB Gun, Pellet Gun, etc.).			■	■	■		■
Possession of Weapons or Chemical Defense Device (303) Possession of any instrument or device which could cause or is intended to cause bodily harm.			■	■	■		■
Alcohol (201) Under the influence of alcohol Using / possessing alcohol Distributing / selling alcohol		■	■	■	■		■
Inhalants (202) Under the influence of inhalants Using / possessing inhalants Distributing / selling inhalants		■	■	■	■		■
Drugs / Controlled Substances (203) Unauthorized use / possession of non-illegal drugs or look a-likes		■	■				■
Drugs / Controlled Substances (203) Being under the influence of illegal drugs Using / possessing illegal drugs Distributing / selling non-illegal and/or illegal drugs			■	■	■		■
Possession, Use and/or Threat to Use Fireworks, Explosives, or Bullets (704, 503, 501) Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substance or combination of substances or articles.		■	■	■	■		■
Public Display of Affection (704) Improper touching, hugging, kissing and/or engaging in inappropriate social behavior.	■	■					
Refusal to Obey School Policies (704) Failure to comply with school rules, regulations, policies, and/or procedures.	■	■	■				

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STUDENT BEHAVIOR	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	REFERRED TO LAW ENFORCEMENT (WHEN APPLICABLE)
Sexting (802) The use of a cell phone or other electronic device to distribute pictures or video of sexually inappropriate images. It can also refer to text messages of a sexual nature.		■	■				■
Sexual Activity (603) Inappropriate behavior of a sexual nature including consensual sexual activity.		■	■	■	■		
Sexual Attack (601) Intentionally engaging in behavior towards another that is physically, sexually aggressive.			■	■	■		■
Sexual Harassment (602) Unwelcome sexual advances. Requests for sexual favors, and/or other inappropriate, unwanted verbal, written, or physical conduct of a sexual nature, directed toward others that unreasonably interferes with or creates a hostile or intimidating work or educational environment.		■	■	■	■		■
Smoking and Tobacco Use (204) The possession, sale, and/or use of tobacco or tobacco products in any form.		■					
Stalking (407) A malicious course of conduct that includes approaching or pursuing another person with the intent to place that person in a reasonable fear of serious bodily injury or death.			■	■	■		
Tardiness (102) Late to school or class (refer to school's handbook).	■	■					
Theft (803) Taking or obtaining property of another without permission.		■	■	■	■		■
Trespassing (804) Unauthorized presence on school property.			■	■	■		■
Unauthorized Sale or Distribution of Items Not Otherwise Specified (704) Unapproved sale or distribution of items not approved for school use and/or possession.	■						
Verbal, Physical and/or Written Threat to Student, Staff, or Community Member (403, 404) Threatening or aggressive 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.	■	■	■	■	■		■
Vaping (202) The use, possession, distribution, or selling of vaping products.		■	■	■	■		■

Strategies for 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)
- Class meeting
- 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

Strategies for Teachers Communicating with Parents

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. Many students won't care until **they know you care**. It is also important that your first contact with parents **not** be negative about their precious child. 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**. For example, SLES has schoolwide Leograms available to staff, students, and the community to fill out and be read on the Morning Roar television broadcasted announcements. HHS has CANE cash and PPMS has Gator Bites.



Positive Post-Card

Dear _____,

I am bringing home this note because I did very well in _____

I made _____ today and it felt great!



Smile

Sincerely,

Student Signature

Teacher Signature

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. We have spent time in class modeling the appropriate behavior; however, _____ continues to struggle with _____. I was hoping you would encourage _____ to _____. This will help _____ be more successful in the classroom/with their learning.”

Sample Script 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 that will need your signature and be returned to school tomorrow. 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 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 an Alert Form for your signature, it will need to be returned to school tomorrow. 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

“How am I doing today?” Goal Sheet

The “How am I doing today?” Goal Sheet is collaboratively developed by the classroom teacher and the student to track and encourage positive behaviors daily. The form can be sent home daily for parent communication. *(See sample on page 41.)*

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. *(See samples on page 42-44.)*

Elementary 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.

Elementary 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.

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: _____ Year: 20__ - 20__

<u>Date of Occurrence</u>	<u>Behavior</u>	<u>Action Taken</u> (# noted below or describe other)	<u>Results</u>

Action Ideas

- 1—working lunch
- 2—teacher/student conference
- 3—verbal redirection
- 4—time away from instruction in classroom
- 5—parent contact (*note date, time, who spoke with*)
- 6—think sheet
- 7—time away from instruction in another room
- 8—banned from computer use or other item (*note item & for how long*)
- 9—written note home
- 10—referred to another staff member (*ex: counselor*) (*note who*)
- 11—peer-to-peer intervention (*such as I-message, Bugs & Wishes*)
- 12—Loss of Privilege (*note privilege lost*)
- 13—seat change (*class or lunchroom*)
- 14—proximity control

How Am I Doing Today?

Student: _____

Today's date: _____

2 = yes! 1 = almost there T = keep trying

	I will speak respectfully when upset.	I will put effort into tasks.	I will maintain appropriate peer interaction.
Arrival / Morning Work			
Resource			
Math			
Science			
Flex			
ELA			
Lunch			
Recess			
Social Studies			
Health			

Total: _____

Teacher's Comments: _____

Bronze
(36-41 pts.)




Silver
(42-47 pts.)

Gold
(48 – 60 pts.)

Parent Signature: _____

Sample Documentation for BIP Plan

Student: _____ Date: _____ Started: 2018-2019 School Year

Time	Goal #1- I will begin task or ask for clarification within 2 minutes of assignment. (SM-O2)	Goal #2 - I will complete assigned tasks with no more than 2 prompts. (BIP 2. SM-O1)	Goal #3 - I will accept staff redirection respectfully. (SI2-O4)	Goal #4 - I will use appropriate de-escalation strategies (tell an adult, ask for walk or break, etc.) when upset. (SI1-O4)	Goal #5 - I will speak to staff and peers appropriately. (BIP 1, SI1-O3)	Goal #6 - I will refrain from aggressive disruption. (BIP 3)	TOTAL Out of 12	Comments
7:55-8:10 Arrival								
8:10-8:30 Math Services	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
8:30-9:15 Resource	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
9:15-10:05 ELA	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
10:05-10:55 ELA	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
10:55-11:30 Flex-Time	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
Earned Break or Catch Up: Student selected choice of Incentive:    Other _____							Break Earned (Last 10 min. of Flex) Yes No	Goal: /60 Total: ___ /60 AM: ___ %

2 = Met goal without prompting 1 = Met goal with prompting 0 = Did not meet goal





Additional Comments:

Daily Point Sheet - PM

Started: 2017-2018 School Year

Date: _____

Student: _____

Time	Goal #1- I will begin task or ask for clarification within 2 minutes of assignment. (SM-O2)	Goal #2 - I will complete assigned tasks with no more than 2 prompts. (BIP 2. SM-O1)	Goal #3 - I will accept staff redirection respectfully. (SI2-O4)	Goal #4 - I will use appropriate de-escalation strategies (tell an adult, ask for walk or break, etc.) when upset. (SI1-O4)	Goal #5 - I will speak to staff and peers appropriately. (BIP 1, SI1-O3)	Goal #6 - I will refrain from aggressive disruptive. (BIP 3)	TOTAL Out of 12	Comments
11:30-12:15 Science	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
12:15-12:45 Recess	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
12:45-1:15 Lunch	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
1:15-2:15 Math	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
2:15-3:00 Social Studies	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
2:55-3:20 Dismissal	Comments/Behaviors:							
Earned Break or Catch Up: Student selected choice of Incentive:			Break Earned (End of the Day)		Goal: /60		Total: ___ /60 PM: ___ % Daily Total: ___ /120 ___ %	
				Other _____				

2=Met goal without prompting 1=Met goal with prompting 0= Did not meet goal

Additional Comments:

Daily Goals Sheet

Student: _____

Date: _____

Today I will try my best to _____

Time	Goal #1- I will actively participate in class by raising my hand, waiting to be called on and minding my own business. (BIP 1)	Goal #2- I will follow adult directions and put my materials away in the appropriate place. (BIP 1)	Goal #3- I will utilize self-management strategies like asking for a break (refrain from hitting, kicking, and throwing objects.) (BIP 1,3)	Goal #4- I will use appropriate tone and volume in classroom discussions. (BIP 2)	Goal #5- I will take responsibility for my behavior and not blame peers or staff. (BIP2)	Goal #6- I will use appropriate language (not making inappropriate comments to peers.) (BIP 3)	TOTAL Out of 12	Did I follow my TASK direction?	Comments
7:55-8:30 Arrival								Yes Needed help No	
8:30-9:15 Resource								Yes Needed help No	
9:15-10:05 ELA/Part 1								Yes Needed help No	
10:05-10:55 ELA/Part 2								Yes Needed help No	
10:55-11:30 Flex- Time								Yes Needed help No	
11:30-12:15 Science								Yes Needed help No	
12:15-12:45 Recess								Yes Needed help No	
12:45-1:15 Lunch								Yes Needed help No	
1:15-2:15 Math								Yes Needed help No	
2:15-3:00 S.S.								Yes Needed help No	
Point Description 2 - Demonstrated all behaviors most of the period. 1 - Demonstrated most of the behaviors for more than half of the period or only one of the behaviors for the entire period. 0 - Did not demonstrate any of the behaviors for more than part of the class time.	Gold (10-12 points) Silver (9-6) Bronze (Less than 6)						Daily Review: _____ Golds for Fun Time w/ at the end of the day. _____ I got fun time today!		

I had a (GREAT) (OK) (NOT SO GOOD) day. Tomorrow, my goal is to work on _____

Elementary School Discipline Alert Form

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

Student: _____

Staff Reporting: _____

Date: _____

Time: _____

Grade: _____

School: _____

<p style="text-align: center;">Location:</p> <p><input type="checkbox"/> Bathroom</p> <p><input type="checkbox"/> Cafeteria</p> <p><input type="checkbox"/> Classroom</p> <p><input type="checkbox"/> Gymnasium</p> <p><input type="checkbox"/> Hallway</p> <p><input type="checkbox"/> Media Center</p> <p><input type="checkbox"/> Playground</p> <p><input type="checkbox"/> Field Trip</p> <p><input type="checkbox"/> Other: _____</p>	<p style="text-align: center;">Corrective Strategies: Check all that apply</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><input type="checkbox"/> Verbal redirection</td> <td style="width: 50%; border: none;"><input type="checkbox"/> Problem solving (oral)</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Behavior Chart</td> <td style="border: none;"><input type="checkbox"/> Student Reflection Form</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Proximity control</td> <td style="border: none;"><input type="checkbox"/> Student separation in room</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Brain break</td> <td style="border: none;"><input type="checkbox"/> Loss of activity</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Break in room</td> <td style="border: none;"><input type="checkbox"/> Loss of access to item</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Break outside of room/walk</td> <td style="border: none;"><input type="checkbox"/> Student conference</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Cross grade instruction</td> <td style="border: none;"><input type="checkbox"/> Working lunch</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> Time away from instruction (___ mins)</td> <td></td> </tr> <tr> <td style="border: none;"><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"/> Cross grade instruction	<input type="checkbox"/> Working lunch	<input type="checkbox"/> Time away from instruction (___ mins)		<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																		
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<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"/> Cross grade instruction	<input type="checkbox"/> Working lunch																		
<input type="checkbox"/> Time away from instruction (___ mins)																			
<input type="checkbox"/> Other _____																			
<p style="text-align: center;">School Rule Broken:</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;">Prior Parent Contact:</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

Date

Parent/Guardian Signature

Please sign and return.

Copy 1 – Student/Parent

Copy 2 – Teacher

Copy 3 - Office

Elementary School Discipline Referral

Student: _____

Staff Reporting: _____

Date: _____

Time: _____

Grade: ____ **School:** _____

Location:

<input type="checkbox"/> Bathroom	<input type="checkbox"/> Hallway
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> Media Center
<input type="checkbox"/> Classroom	<input type="checkbox"/> Playground
<input type="checkbox"/> Computer Lab	<input type="checkbox"/> Field Trip
<input type="checkbox"/> Gymnasium	<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)

For Office Use Only

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

Administrative Action:

Administrator:

Principal

Vice Principal

Dean of students

Other: _____

Parent Contacted:

Name _____

Date _____

Time _____

Signatures:

Administrator: _____ Date: _____

Parent/Guardian: _____ Date: _____

Date Referral Received: _____ Student ID # _____ Date School Submitted: _____ Incident #: _____

Time Away from Instruction Log

Calvert County Public School

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

DATE of Event(s):			
Antecedent: What happened just before student was away from instruction?	Start Time	End Time	Total Time away from instruction
Event #1:			1. Sor U
			2. Sor U
			3. Sor U
Event #2:			1. Sor U
			2. Sor U
			3. Sor U
Event #3:			1. Sor U
			2. Sor U
			3. Sor U
Event #4:			1. Sor U
			2. Sor U
			3. Sor 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?)
Event #5:				1. S or U 2. S or U 3. S or U
Event #6:				1. S or U 2. S or U 3. S or U
Event #7:				1. S or U 2. S or U 3. S or U
Event #8:				1. S or U 2. S or U 3. S or U

Staff Completing Log:

Name:	Position:

Calvert County Public Schools
NON-STUDENT ACCIDENT REPORT

Guidelines for Completing the Non-Student Accident Report

A Non-Student Accident Report is to be completed for every accident involving a **major injury** to a person on school property. A **major injury** is one in which a person receives first aid as a result of the injury. Serious injuries must be reported immediately to the Superintendent's Office. This report is to be filed as soon as possible after the injury (no later than 3 days). In cases of injuries which require more than simple first aid (i.e., a Band Aid), the Non-Student Accident Report should be forwarded – along with any applicable health room report – to the Finance Secretary.

The Non-Student Accident report must be: (1) **completed by the individual who witnessed the incident or the injured individual, if there are no witnesses**, and, (2) **signed** by the principal or administrator.

Non-Student Accident reports are to be retained in the school administration files for three (3) years following the end of the calendar year in which the accident occurred.

Name of Injured _____ School _____ Grade _____
 Date of Birth _____ Gender _____ Parent/Guardian Name _____
 Home Address _____

Date Accident Occurred _____ Time Accident Occurred _____ a.m. / p.m. Date of Report _____

Place of Accident: School Building School Grounds To / From School School-Sponsored Event

Nature of Injury		
<input type="checkbox"/> Abrasion	<input type="checkbox"/> Burn	<input type="checkbox"/> Puncture
<input type="checkbox"/> Amputation	<input type="checkbox"/> Bruise	<input type="checkbox"/> Scratch
<input type="checkbox"/> Bite	<input type="checkbox"/> Cut	<input type="checkbox"/> Swelling
<input type="checkbox"/> Bleeding	<input type="checkbox"/> Loss of consciousness	
<input type="checkbox"/> Other		

Part of Body Injured (indicate right [R] or left [L] or both [B])			
<input type="checkbox"/> Ankle	<input type="checkbox"/> Eye	<input type="checkbox"/> Hand	<input type="checkbox"/> Mouth
<input type="checkbox"/> Arm	<input type="checkbox"/> Face	<input type="checkbox"/> Head	<input type="checkbox"/> Nose
<input type="checkbox"/> Back	<input type="checkbox"/> Finger	<input type="checkbox"/> Knee	<input type="checkbox"/> Tooth
<input type="checkbox"/> Ear	<input type="checkbox"/> Foot	<input type="checkbox"/> Leg	<input type="checkbox"/> Wrist
<input type="checkbox"/> Elbow	<input type="checkbox"/> Other		

DESCRIPTION OF ACCIDENT: How did the accident happen? What was the person doing? Where was the person?

Witnesses to the accident: _____ Name / Phone Number _____ Name / Phone Number _____

Person in charge when accident occurred: _____ Present at scene of accident: Yes No

✓	Action Taken	By (Name/Title)	Treatment	Time
	First Aid Treatment		<input type="checkbox"/> Ice <input type="checkbox"/> Bandaid <input type="checkbox"/> Cleaned <input type="checkbox"/> Observed <input type="checkbox"/> Other:	
	Sent to School Nurse (See attached Office Visit print-out)			
	Sent to Physician Name of Physician: _____			
	Parent/Guardian contacted by: _____			

PRINCIPAL'S COMMENTS: (use back of form if needed)

Form completed by _____

Signature of Principal _____

Accident Report forwarded to the Finance Secretary _____ (Date) _____ (Time)

Filed in School Administrative Files _____ (Date)



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.

Cross Grade Instruction – Within the same grade, student receives the same instruction from a different teacher.

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)

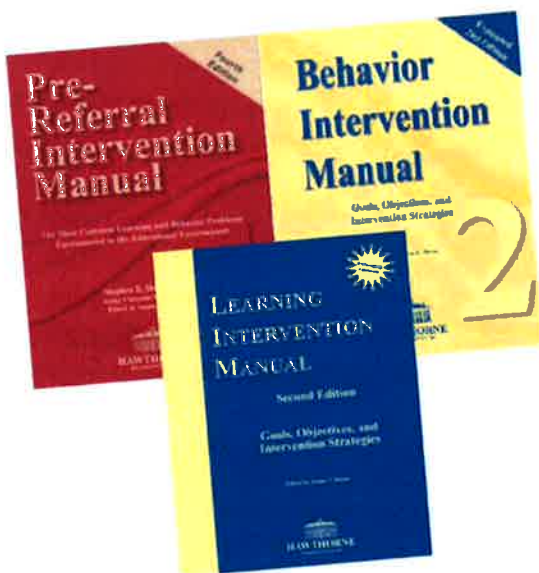
Student Services Team (SST) – A group of educators, headed by an administrator that provide academic, health, career development and interpersonal services for students.

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*