



BCPS Student Handbook Presentation

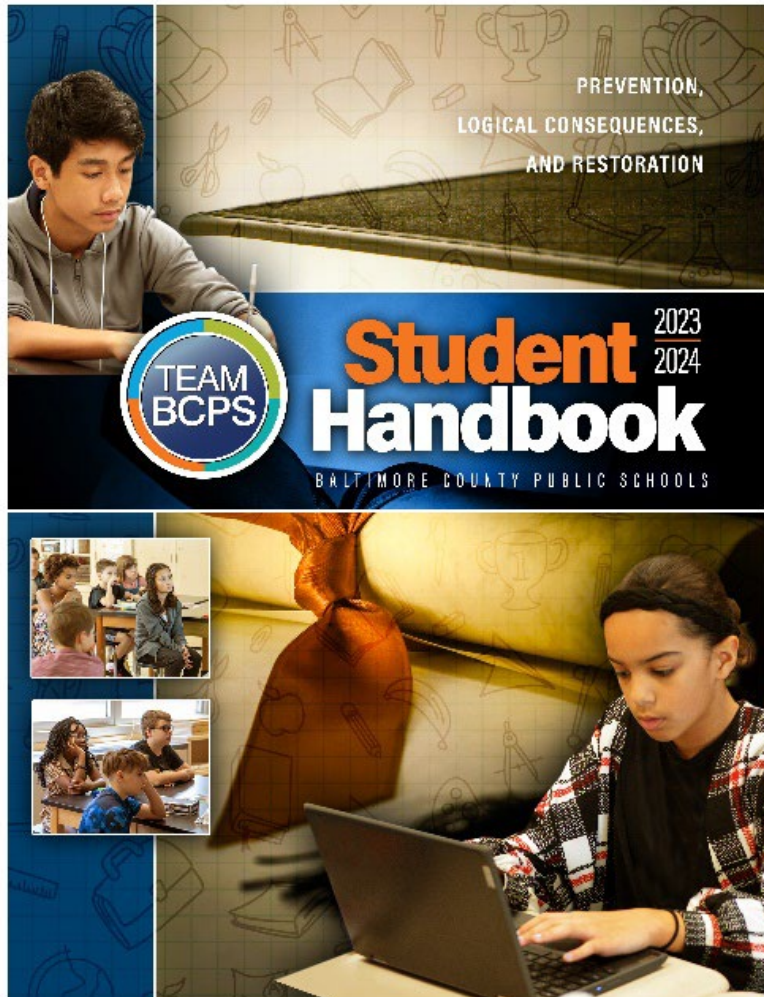
2023-2024

For Parents/Guardians of BCPS Students



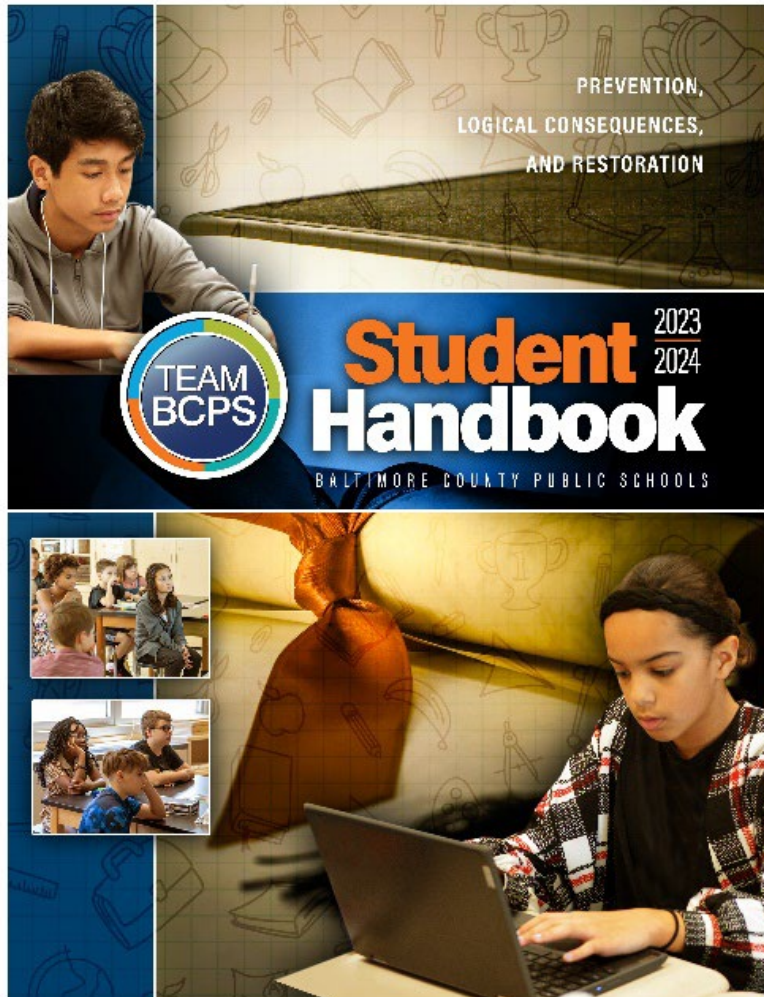
Engage. Empower. Excel.
Baltimore County Public Schools

Purpose



To provide an overview of the 2023-2024 Student Handbook so that students are aware of behavioral expectations

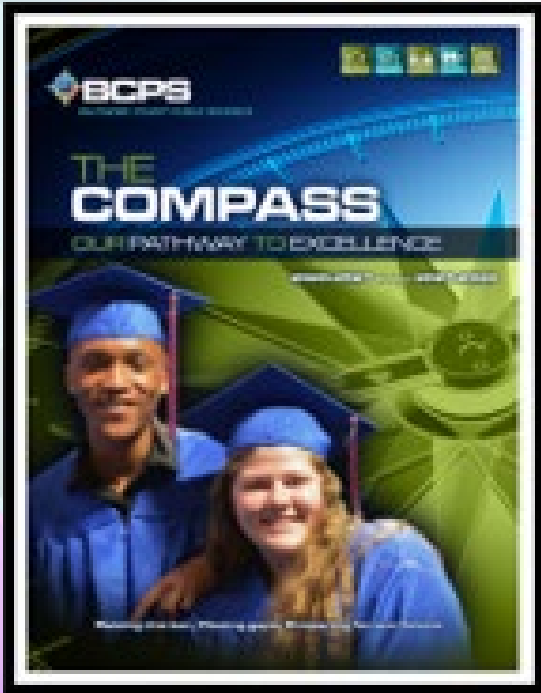
Handbook Overview



Student handbook contains information related to the following:

- Rights and responsibilities
- Code of Student Conduct
- Social-emotional learning
- Discipline process
- Strategies and interventions for behavior
- Appeal rights
- Confidentiality of school records
- Bullying, harassment, and intimidation
- Drugs and alcohol use
- Child abuse and neglect

The Compass



Learning, Accountability,
and Results



Safe and Supportive
Environment



High Performing Workforce
and Alignment of Human Capital



Community Engagement
and Partnerships



Operational Excellence

Rights & Responsibilities



Rights:

- Privacy of records
- Governance
- Participation in activities/events
- Personal property
- Free speech and expression
- Due process and appeals
- Non-discrimination
- Safe learning environment

Responsibilities:

- Attendance
- Understanding discipline process
- Free speech
- Dress code
- Technology use
- Personal communication devices

BCPS Policies & Rules



- **Policy 5500** – *Code of Student Conduct*
- **Policy 5550** – *Student Behavior*
- **Policy 5560** – *Suspensions and Expulsions*

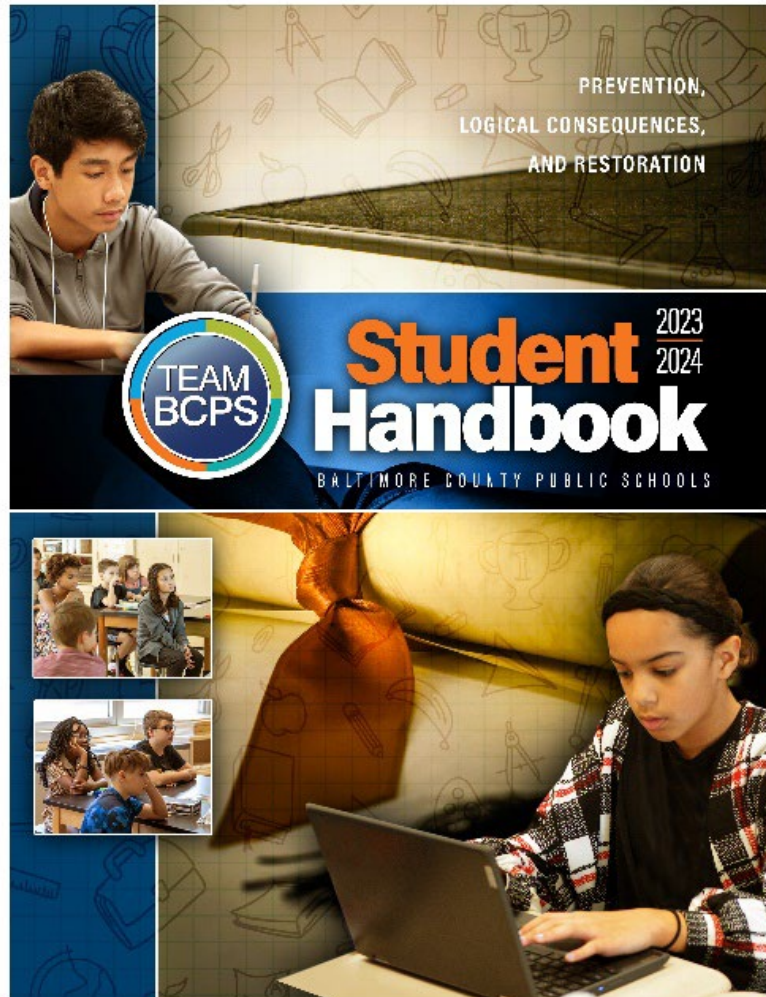


Federal Law



COMAR

Policy 5500 – Code of Conduct



1.Attend classes daily.

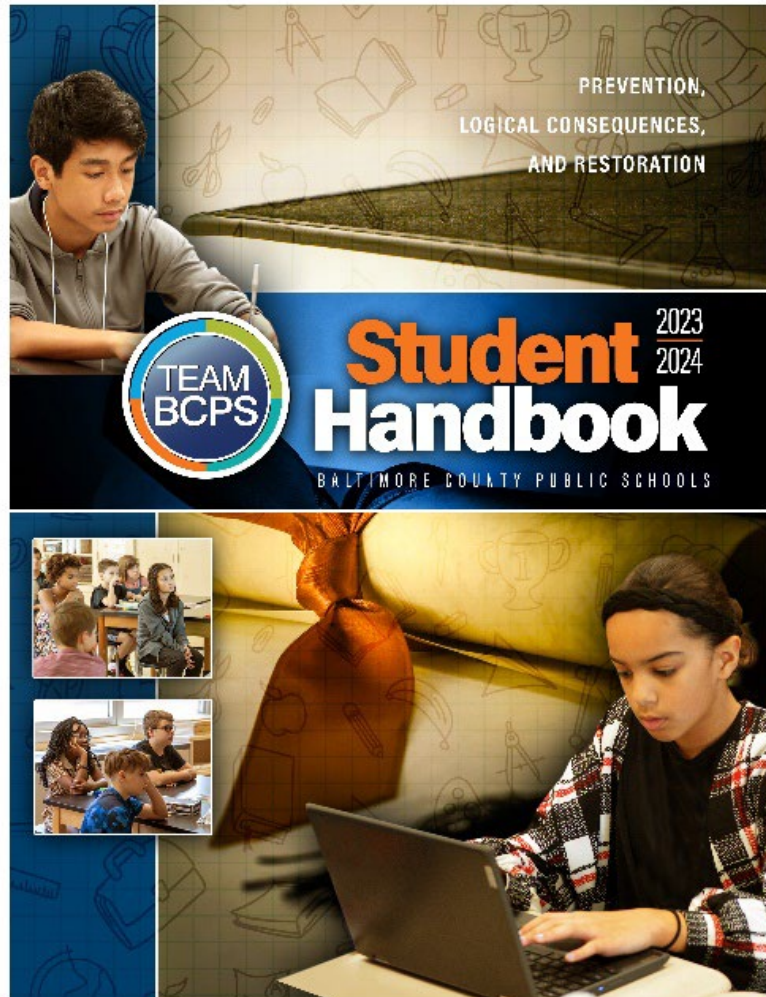
2.Engage in the learning process.

3.Be prepared with materials that are appropriate for learning.

4.Demonstrate positive behavior and language and respect.

5.Accept responsibility for their actions and education.

Policy 5500 – Code of Conduct



Category I Offenses – least serious; *could* result in a suspension; could be handled in other ways

Category II Offenses – more serious; *could* result in a suspension or an extended suspension

Category III Offenses – most serious; very *likely* to result in a suspension, an extended suspension, or an expulsion; could result in charges from police department

Principals determine the consequence and the order in which consequences are assigned.

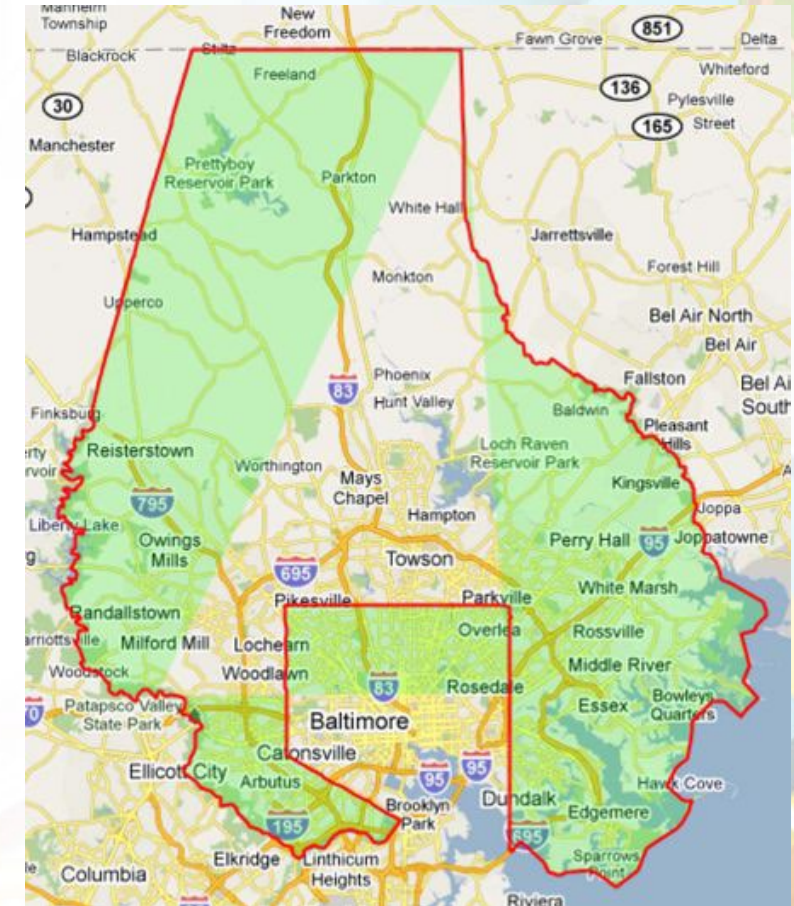
Scope of Authority



Administrators can issue disciplinary consequences when:

Misbehavior off-campus occurs at school-sponsored event or location:

- *field trips,*
- *Site of extracurricular activities,*
- *social events*
- *on school buses,*
- *bus stops,*
- *walking to and from school*



2023-2024 BCPS Student Handbook, (p.2)

Types of Suspensions



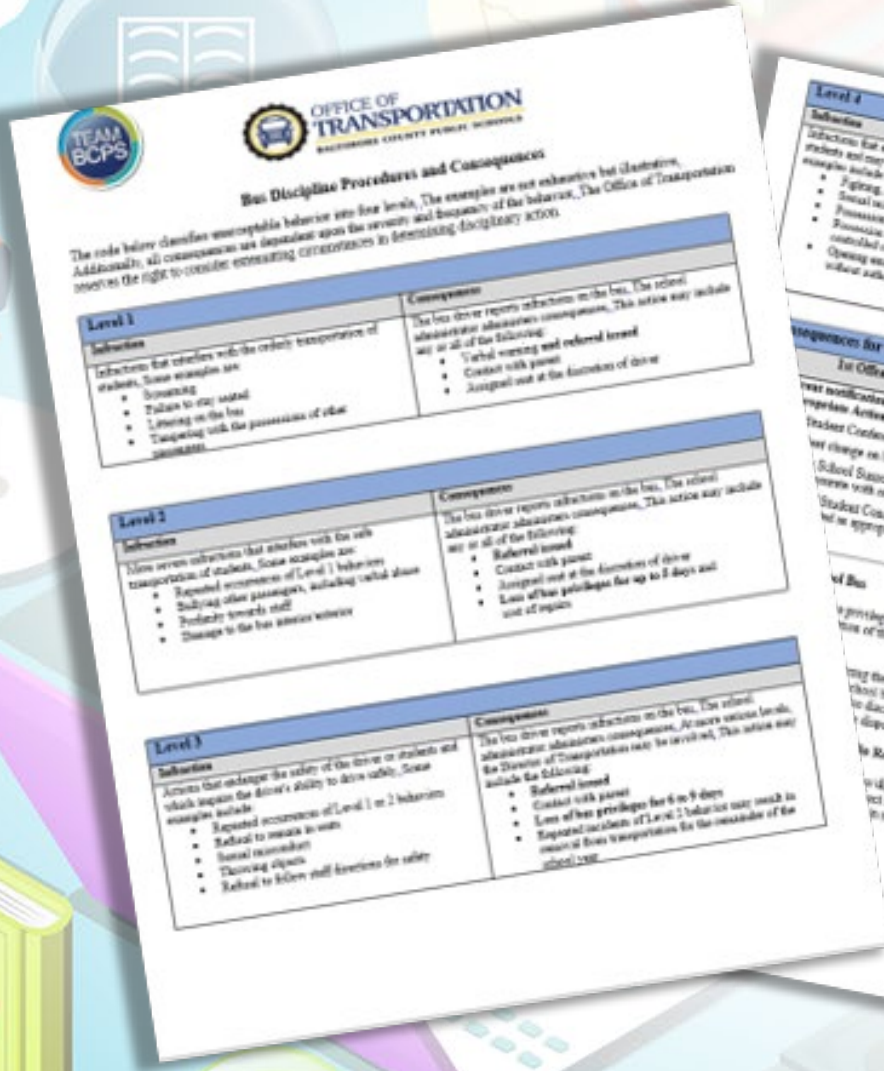
Students can receive one of four types of suspensions:

| DISCIPLINARY REMOVALS | | | | | |
|-----------------------|----------|------------|---|---------------------------------|--------------------------------------|
| Category | No. Days | Type | Required Finding | Person Authorized | Decision Appealed to: |
| Local Suspension | 1-3 | Short-term | • Violation of Policy/Rule 5550 | Principal | Executive Director of School Support |
| | 4-10 | Long-term | | | |
| Board Suspension | 11-44 | Extended | • Chronic disruption • Imminent threat | Student Conduct Hearing Officer | Board of Education |
| | 45+ | Expulsion | • Imminent threat | | |

Students are suspended long-term or expelled for:

- *Chronic and extreme disruption of the educational program*
- *Imminent threat of serious harm to staff and students*

Code of Conduct for Bus



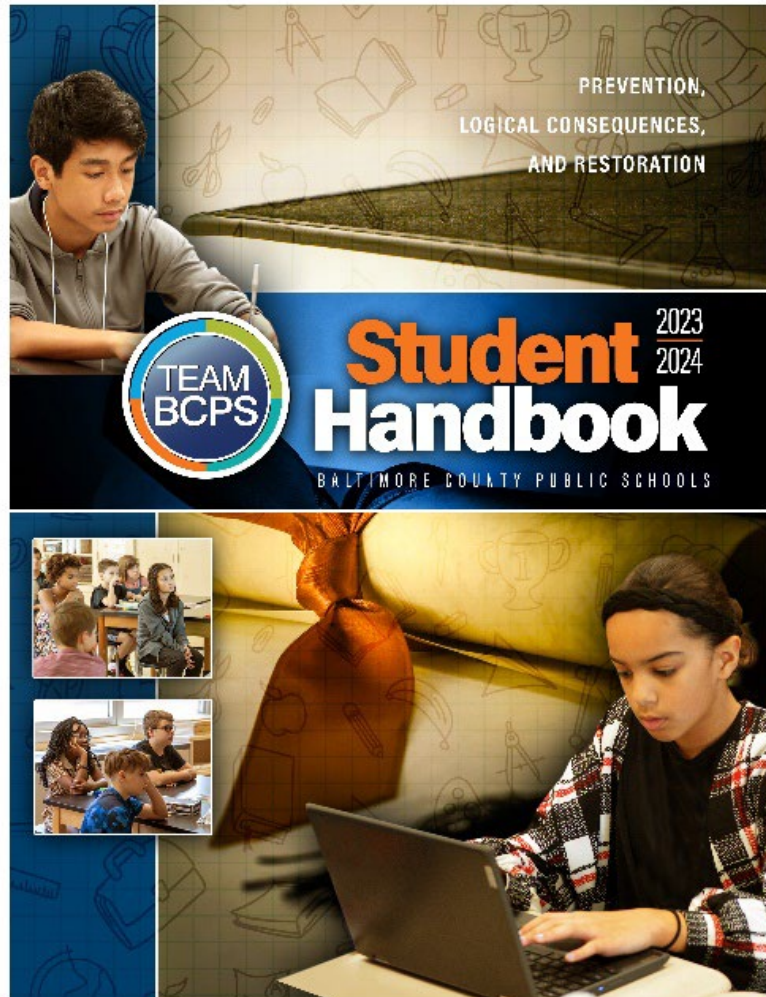
Cell Phone Policy



| Violation | Disciplinary Response |
|---------------------------|---|
| 1 st Violation | Warning |
| 2 nd Violation | Warning |
| 3 rd Violation | Lunch Detention (in cafeteria at front table; parent emailed/called) |
| 4 th Violation | Lunch Detention (with admin in office; letter mailed home; parent emailed/called) |
| 5 th Violation | After School Detention (with Team Leader; parent called) |
| 6 th Violation | After School Detention (with Admin; parent called) |
| 7 th Violation | Parent Conference |



New Language

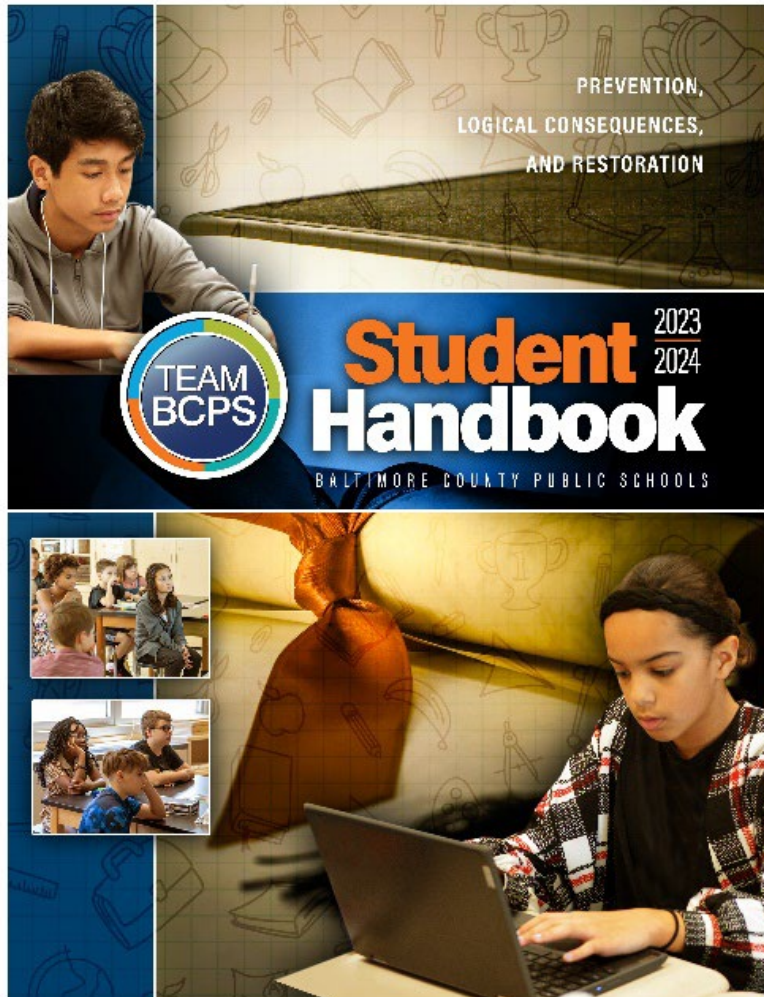


Students that refuse to be searched can be disciplined for refusing

"A student who refuses to be searched is subject to disciplinary action and a law enforcement referral."

2023-2024 BCPS Student Handbook, (p.7)

New Language

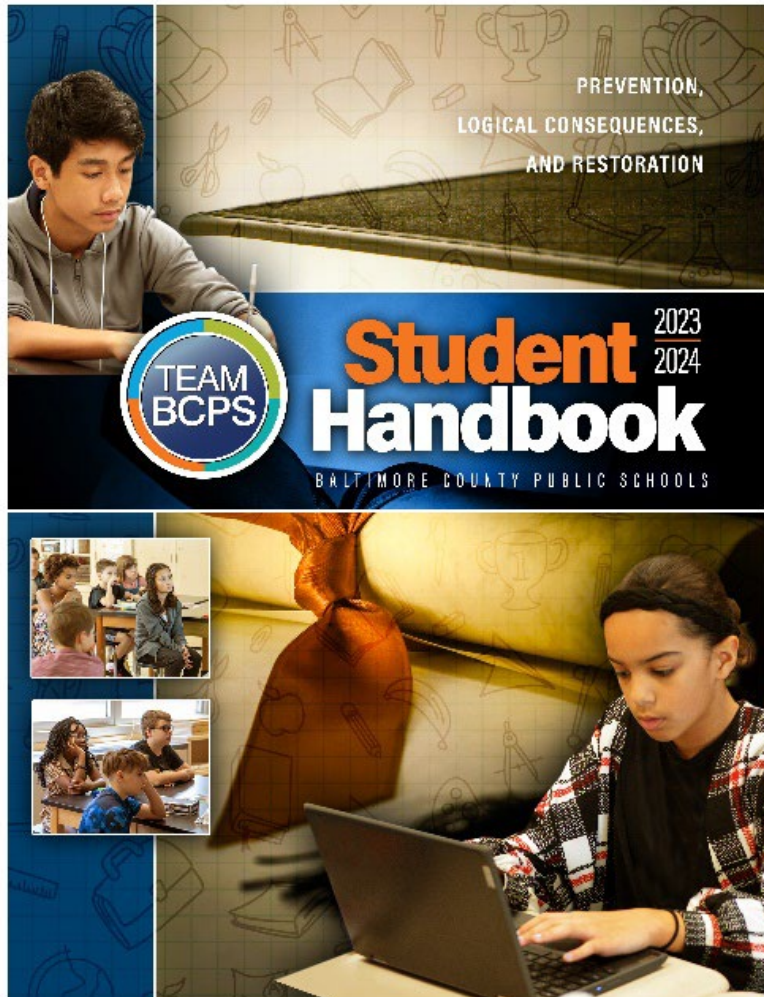


Illegal drugs—including edibles—are not allowed despite new state law

“Despite changes at the state level that allow adults to purchase cannabis legally, it is still a controlled substance that is prohibited on all property owned by BCPS and at all events and activities sponsored by BCPS. BCPS continues to be a drug-free environment. Students who possess, use, and/or distribute cannabis or cannabis-infused products will be disciplined accordingly.”

2023-2024 BCPS Student Handbook, (p.24)

New Language

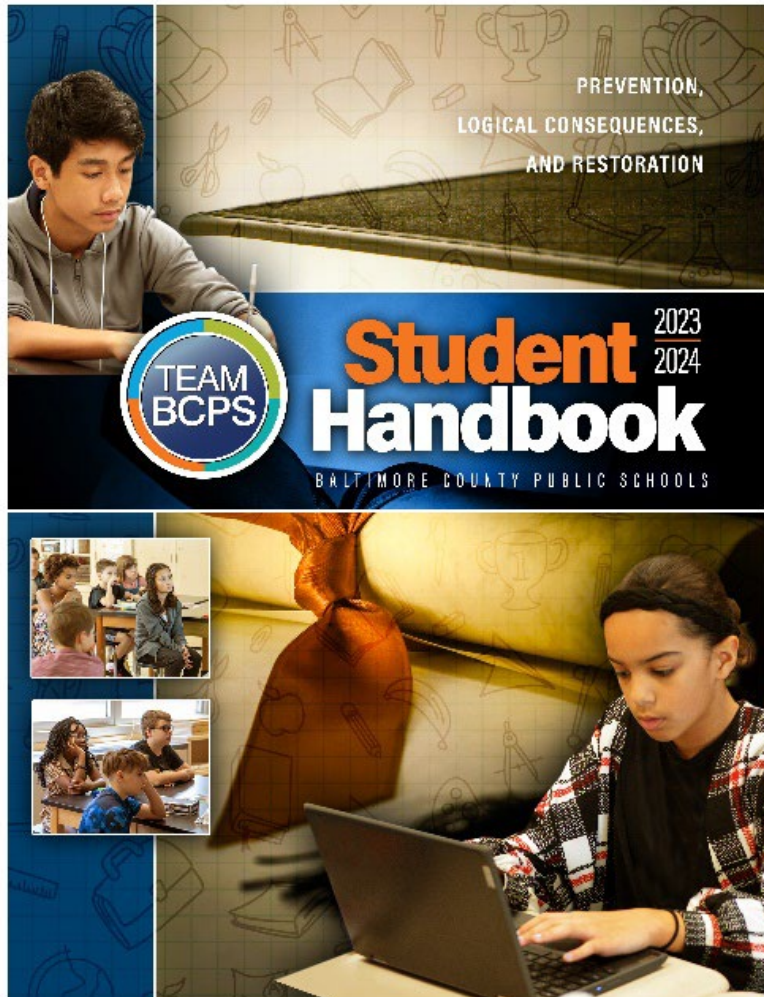


- Students may not leave school grounds or let unauthorized visitors into the building.
- Students may be denied re-entry after leaving school grounds.

"Similarly, a student who leaves school without prior authorization may be denied reentry into the school building as a safety precaution. Students who let unauthorized students and/or unauthorized visitors into the building may be disciplined for creating an unsafe environment."

2023-2024 BCPS Student Handbook, (p.36)

New Language

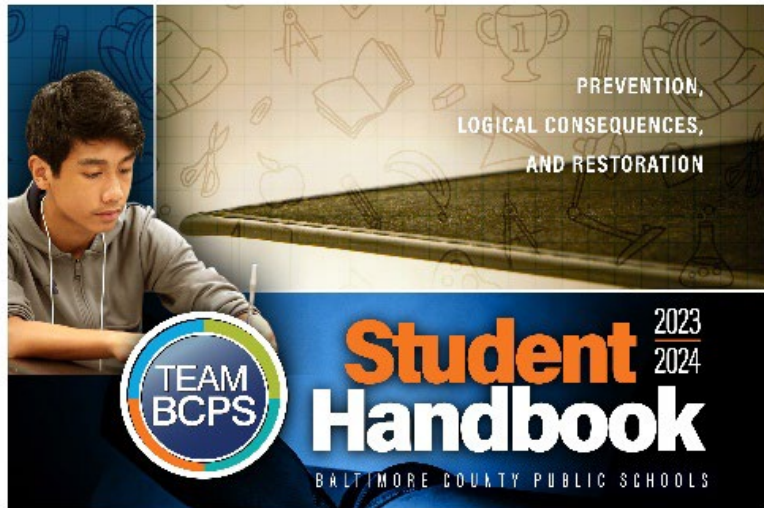


Students may not be on the property of other BCPS schools without permission.

"While serving a suspension, students are not permitted on school property. At no time should students visit another school without prior authorization. Students who visit BCPS property without authorization are guilty of trespassing and may be charged by the Baltimore County Police Department as well as face disciplinary consequences."

2023-2024 BCPS Student Handbook, (p.36)

New Language



Recording and airdropping fights and other inappropriate material can lead to disciplinary consequences.

"Cyberbullying includes airdropping content that causes disruption, embarrassment, or humiliation."

2023-2024 BCPS Student Handbook, (p.37)



"Computers and other electronic devices should not be used as a means for cyberbullying, planning, airdropping, or video recording a fight or other disruptive activity."

2023-2024 BCPS Student Handbook, (p.42)

Social-emotional Learning (SEL)



PREVENTION,
LOGICAL CONSEQUENCES,
AND RESTORATION



Student Handbook
2023
2024
BALTIMORE COUNTY PUBLIC SCHOOLS

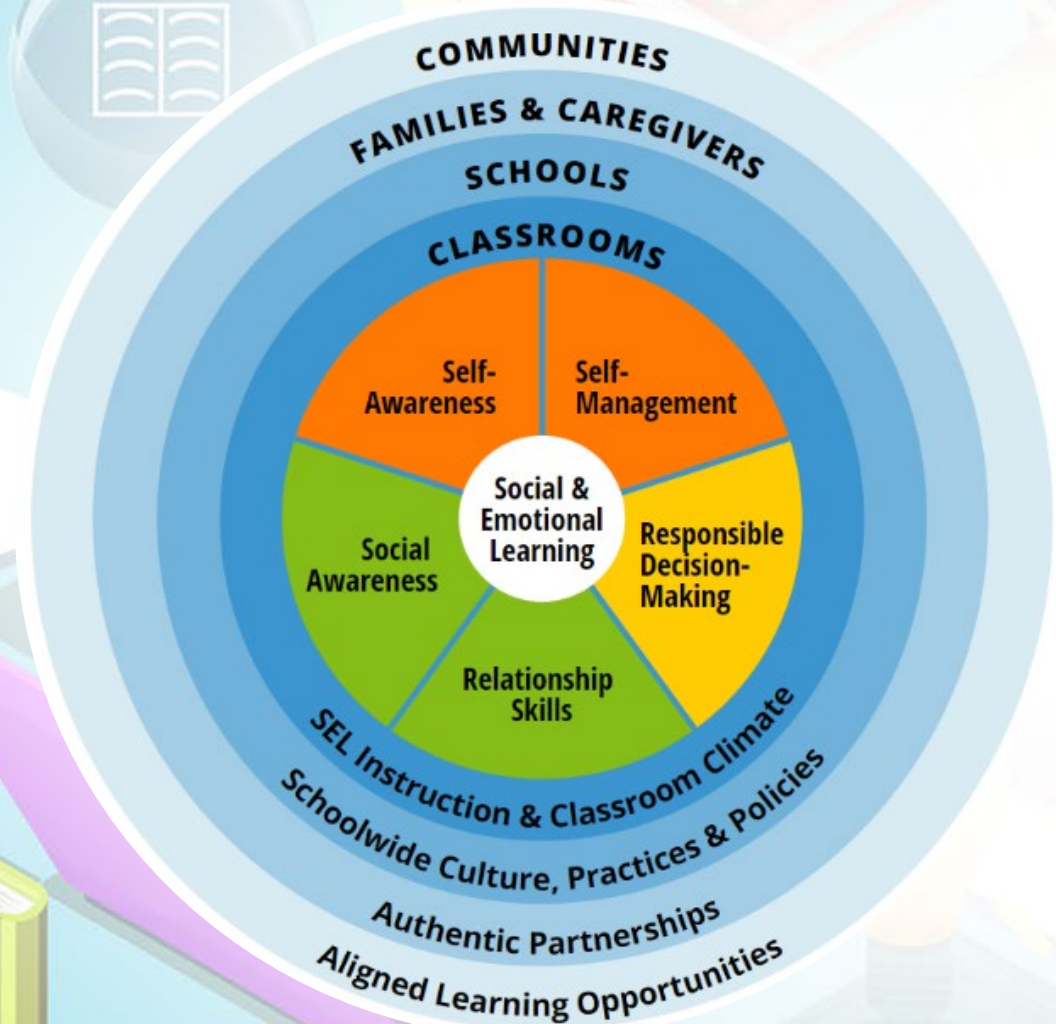


Social Emotional Learning Skills

The skills that BCPS teachers and administrators feel essential to students' social and emotional health are outlined below in student-friendly behaviors. The chart below is designed to be a reference for students who may be unclear about how to promote their own social emotional growth and well-being.

| Social Emotional Student-Friendly Actions | |
|---|---|
| When it comes to... | I Must Remember to: |
| Feelings/Emotions | <ul style="list-style-type: none">Be aware of my emotions and give myself permission to feel the way that I feel.Allow myself "wait time" before responding to a situation so that I do not respond from a place of emotion.Express my emotions in an acceptable way.Talk about my feelings with a trusted confidante.Remain in control of my emotions and stick to the facts when making my point. |
| Setting Goals | <ul style="list-style-type: none">Choose a goal that makes me a better person and always work toward achieving it.Establish attainable milestones along the way toward meeting my personal and academic goals.Align my actions with my goals so that I am always making progress.Remain focused on my goals despite surrounding influences and circumstances. |
| Other People | <ul style="list-style-type: none">Imagine myself in someone else's position and how they would feel.Consider putting someone else's feelings ahead of my own and act in their best interest.Treat others as I would want to be treated in a similar situation.Console and encourage someone who is feeling down.Pay it forward and practice random acts of kindness. |
| Relationships | <ul style="list-style-type: none">Be respectful to myself and others.Communicate calmly and clearly.Listen to the ideas, opinions, and perspectives of others.Consider that someone else may be right or have a better way of doing something.Be honest and upfront with others about my feelings. |
| Making Decisions | <ul style="list-style-type: none">Follow the rules; follow the law; follow the code of conduct; and follow the advice of a trusted adult.Educate myself in the area of the decision that I am trying to make.List the pros and cons of each decision and weigh them carefully before acting.Consider the impact of my decision on myself and on others.Align my decisions with long-term and short-term positive goals. |

Social-emotional Learning (SEL)



Social and Emotional Learning Competencies

SEL (Collaborative for Academic, Social, and Emotional Learning) defines social emotional learning as "the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions." The BCPS Department of Social-Emotional Support, situated within the Division of Curriculum and Instruction, offers administrators guidance and assistance in addressing students' social and emotional well-being. The guidance provided to schools focuses on five broad areas in which students are taught life-long skills that align with BCPS' goal to produce students who are college and career-ready.

Self-Awareness is the ability to accurately recognize one's own emotions, thoughts, and values, and how they influence behavior; the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset." Competencies associated with self-awareness include:

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-Management is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself; the ability to set and work toward personal and academic goals. Competencies associated with self-management include:

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

Relationship Skills is the ability to establish and maintain healthy and rewarding personal connections with diverse individuals and groups; the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed. Competencies associated with building relationships include:

- Communication
- Social engagement
- Teamwork

Social Awareness is the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports. Competencies associated with group relationships include:

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Responsible Decision-Making is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others. Competencies associated with responsible decision-making include:

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Social-emotional Learning (SEL)



Student Prevention Resource Form

| | | |
|---------------------|-------|----------------------|
| Student's Last Name | | Student's First Name |
| School | Grade | Homeroom Teacher |

Understanding the social emotional competencies and skills can help students prevent academic problems and problems with peers. Having knowledge of social emotional competencies and the skills associated with each competency can also help students better understand themselves. When problems arise, however, students should have trusted people they can turn to for support and guidance. Students should use this resource sheet to identify those people. After completing the circle, turn it in to your teacher.

My Trusted Circle

The diagram shows a central text 'My Trusted Circle'. Surrounding it are six colored circles, each with a label and an empty box for a name. The circles are arranged in a hexagonal pattern. The top row has three orange circles labeled 'One of My Best Friends'. The middle row has two yellow circles labeled 'One of My Favorite Teachers'. The bottom row has two green circles labeled 'My'. Lines connect the circles in a circular path: top-left orange to top-middle orange, top-middle orange to top-right orange, top-right orange to middle-right yellow, middle-right yellow to bottom-right green, bottom-right green to bottom-left green, bottom-left green to middle-left yellow, middle-left yellow to top-left orange, and top-left orange to top-middle orange.

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- Student-specific information
- Quick identification of individuals not in SIS
- Available to school personnel in the event of a crisis

Social-emotional Learning (SEL)



Electronic Acknowledgment Form in Focus

Student Handbook Acknowledgment Page
Please print clearly.

| | | |
|---------------------|-------|----------------------|
| Student's Last Name | | Student's First Name |
| School | Grade | Homeroom Teacher |

The success of our school system is dependent upon our stakeholder groups being informed at all levels and working collaboratively to achieve shared goals. Students represent our most significant stakeholder group. As such, keeping students informed about policies, rules, procedures, and expectations is the main purpose of this student handbook.

To keep students, parents, and other stakeholder groups informed about behavioral expectations for students within Baltimore County Public Schools (BCPS), this handbook has outlined important information related to:



**Prevention
Logical Consequences
Restoration**

I have received a copy of the BCPS Student Handbook. The handbook was explained, and I was given an opportunity to ask questions about the code of student conduct, the disciplinary process, the scope of authority, and my responsibilities and rights. I was informed that I may meet individually with my administrator to discuss the handbook in more detail. With my signature, I am indicating my full understanding of the policies and procedures outlined in the student handbook as they relate to:

- The BCPS code of conduct.
- The disciplinary process including Category I, II, and III offenses.
- The scope of authority of my administrators to intervene in issues affecting the school.
- My responsibilities and rights as a student of BCPS.

| | |
|---------------------|------|
| Student's Signature | Date |
|---------------------|------|

I have discussed the Student Handbook 2022-2023 with my child, and we are aware of the student code of conduct, the disciplinary process, the system's scope of authority, and the students' responsibilities and rights.

| | |
|--------------------|------|
| Parent's Signature | Date |
|--------------------|------|

This signed form is valid until September 30, 2023, or until it is replaced by a new form of acknowledgment.

48

Focus | **Forms** | **Tools**

Form: | **Work Area Draft** | **Team Draft** | **Student Request** | **Send**

Student Handbook Acknowledgment Page
Please print clearly.

| | | |
|---------------------|-------|----------------------|
| Student's Last Name | | Student's First Name |
| School | Grade | Homeroom Teacher |

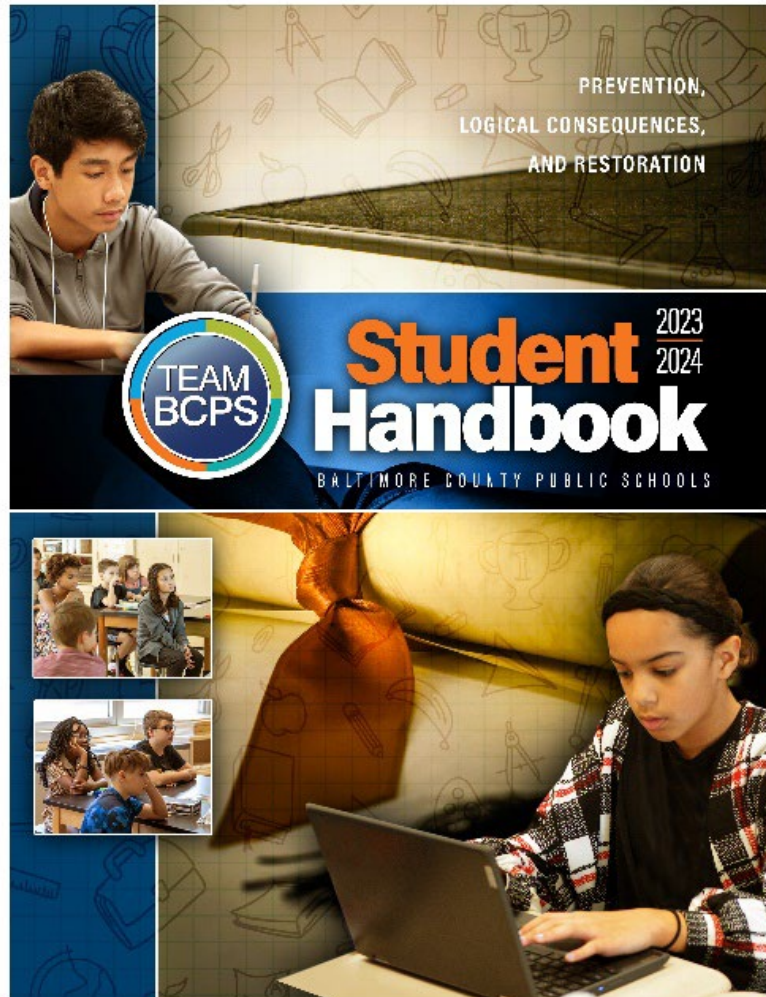
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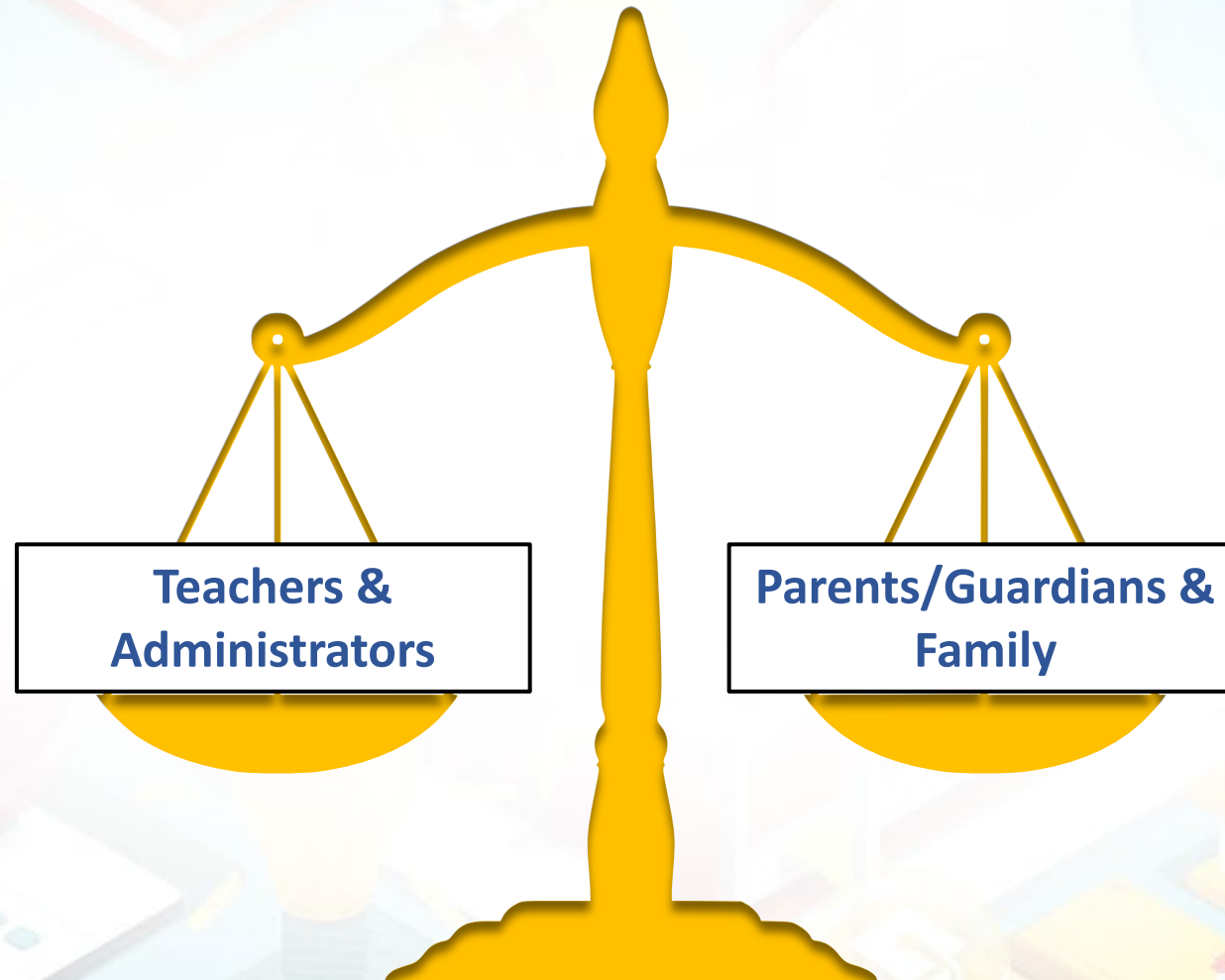
Parent/Guardian Support



Discuss the information in this student handbook with your child.



Parent/Guardian Support



Parent/Guardian Support



Positive **B**ehavior **I**nterventions **S**upports

PBIS Strategy requires parents/guardians to:

1. Define behavioral expectations.
2. Teach behaviors and skills associated with those expectations.
3. Reward the positive behavior with a system that reinforces.

Parent/Guardian Support



Positive Behavior Interventions Supports



At School



At Home

Parent/Guardian Support



Positive Behavior Interventions Supports

Family Code of Conduct

| | Interacting with Others | Around the House | In Your Room |
|--------------------|---|--|---|
| Respect | Use <i>please</i> , <i>thank you</i> , and other polite language | No friends over when parents not home, arrive for dinner on time | Use earbuds, ask permission to wear others' clothes, no phone calls after 10:00PM |
| Responsible | Apologize when appropriate | Clear dinner dishes, take out trash, mow lawn/shovel snow | Pick up clothes, make bed daily, clean shared bathroom |
| Safety | Do not give out personal information, no chatting online with strangers | Lock doors and windows after closing, check appliances after cooking | Visit only appropriate websites, no drugs or alcohol |

Parent/Guardian Support



Rewards to Reinforce Positive Behavior

- Extra computer/TV time
- Trip to mall
- Movie or other fun event
- Sleepover with friends
- Hour added to curfew
- Purchase of gift
- Gift card to favorite restaurant
- "Student's choice"

| Family Conduct | | |
|----------------|--|---|
| | Interact | In Your Room |
| Respect | Use please, thank you, and good language | Use earbuds, ask permission to wear others' clothes, no phone calls after 10:00PM |
| Responsible | Apologize, clean up messes, dishes, appliances, take out trash, mow lawn/shovel snow | Pick up clothes, make bed daily, clean shared bathroom |
| Safety | Lock doors and windows after closing, check appliances after cooking | Visit only appropriate websites, no drugs or alcohol |

Parent/Guardian Support



Suggestions for Promoting Positive Behavior at School:

1. Review this student handbook with your child.
2. Discuss with your child the social-emotional competencies found on pages 11-12 of this student handbook.
3. Learn the school's code of conduct/behavioral expectations and reference it daily when talking to your child.
4. Develop a PBIS behavior plan for use at home.
5. Hold your child accountable for their behavior when they are wrong.
6. Get to know your child's teachers and grade level administrator and communicate with them frequently.
7. Monitor your child's grades via *Schoology* and have discussions with them about their grades.
8. Participate in *Back-to-School Night* and parent/teacher conferences.



POLICE EMERGENCY
911

SAFE SCHOOLS TIP HOTLINE
1-833-MD-BSAFE

TEXT/E-MAIL
hotline@bcps.org

BALTIMORE COUNTY CRISIS HOTLINE
1-800-422-0009

NATIONAL SUICIDE PREVENTION LIFELINE
1-800-273-TALK

BALTIMORE COUNTY DEPARTMENT OF
SOCIAL SERVICES REPORTING
HOTLINE & HOMELESS SERVICES
410-887-TIME

Published by the Department of Social-Emotional Supports

NOTICE OF NONDISCRIMINATION

The Board of Education of Baltimore County does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, sexual orientation, genetic information, or veteran status in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to the Board's nondiscrimination policy, please contact:

EEO Officer, Office of Equal Employment Opportunity,
Baltimore County Public Schools,

6801 N. Charles Street, Building B, Towson, Maryland 21204 (443-809-6937).

There is a compliance officer responsible for identifying, preventing, and remedying prohibited harassment concerning students. Complaints of harassment should be directed to:

Title IX Coordinator
Baltimore County Public Schools
6801 N. Charles Street
Towson, MD 21204
Email address - titlenine@bcps.org
Telephone number - (443) 809-7619

www.bcps.org

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For questions about information contained in the student handbook, please consult the appropriate policy/rule, or contact your child's school.