Three Main Parts of Handbook

• **Prevention** – How to avoid getting into trouble

• **Consequences** – What will happen to you when you are in trouble

• **Restoration** – How we will welcome you back after getting into trouble
BCPS Policies & Rules

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

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The Compass Connection

Safe and Supportive Environment
Baltimore County Public School Administrators

• Misbehavior off-site when sponsored by school

• On field trips, site of extracurricular activities, social events

• On school buses
Rights & Responsibilities

**Right to:**

- Participation in activities/events
- Have personal property in school
- Speak freely
- Be safe

**Responsibility for:**

- Attend school
- Behaving properly
- Dressing properly
- Using technology appropriately
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 5550

• **List I** – bad behavior that *could* result in a suspension

• **List II** – more serious behavior that *could* result in a long suspension

• **List III** – very serious behaviors that could get you removed from school for a long, long time
Students can be removed for more than 10 days for:

- Being really disruptive
- Threatening staff and students
Social-Emotional Learning
Social and Emotional Learning Competencies

CASEL (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 schools focuses on five broad areas in which students are taught life-long skills that align with BCPS goals 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-regulation
- 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 ability to evaluate consequences of various actions and take the needs and concerns of oneself and others. Competencies associated with responsible decision-making include:
- Managing problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility
### Social Emotional Learning Skills

The skills that BAPS 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.

<table>
<thead>
<tr>
<th>Social Emotional Student-Friendly Actions</th>
<th>I Most Remember for:</th>
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</thead>
<tbody>
<tr>
<td><strong>Feelings/Emotions</strong></td>
<td></td>
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<tr>
<td>• Be aware of my emotions and give myself permission to feel the way that I do.</td>
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<tr>
<td>• Allow myself “safe time” before responding to a situation so that I do not respond from a place of emotion.</td>
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<tr>
<td>• Express my emotions in an acceptable way.</td>
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<tr>
<td>• Talk about my feelings with a trusted confidante.</td>
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<tr>
<td>• Remain in control of my emotions and stick to the facts when making my point.</td>
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<tr>
<td><strong>Setting Goals</strong></td>
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<tr>
<td>• Choose a goal that makes me a better person and always work toward achieving it.</td>
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<tr>
<td>• Establish attainable milestones along the way toward meeting my personal and academic goals.</td>
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<tr>
<td>• Align my actions with my goals so that I am always making progress.</td>
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<tr>
<td>• Remain focused on my goals despite surrounding influences and circumstances.</td>
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<tr>
<td><strong>Other People</strong></td>
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<tr>
<td>• Imagine myself in someone else’s position and how they would feel.</td>
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<tr>
<td>• Consider putting someone else’s feelings ahead of my own and act in their best interest.</td>
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<tr>
<td>• Treat others as I would want to be treated in a similar situation.</td>
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<tr>
<td>• Console and encourage someone who is feeling down.</td>
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<td>• Pay it forward and practice random acts of kindness.</td>
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<tr>
<td><strong>Relationships</strong></td>
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<tr>
<td>• Be respectful to myself and others.</td>
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<tr>
<td>• Communicate calmly and clearly.</td>
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<tr>
<td>• Listen to the lines, opinions, and perspectives of others.</td>
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<tr>
<td>• Consider that someone else may be right or have a better way of doing something.</td>
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<tr>
<td>• Be honest and upfront with others about my feelings.</td>
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<tr>
<td><strong>Making Decisions</strong></td>
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<tr>
<td>• Follow the rules, follow the law, follow the code of conduct, and follow the advice of a trusted adult.</td>
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<tr>
<td>• Observe myself in the eye of the decision that I am trying to make.</td>
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<tr>
<td>• List the pros and cons of each decision and weigh them carefully before acting.</td>
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<tr>
<td>• Consider the impact of my decision on myself and on others.</td>
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<tr>
<td>• Align my decisions with long-term and short-term positive goals.</td>
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</tbody>
</table>
Social-Emotional Support

- Quick reference
- Offices most popular with students and families
- One-stop service
- Access to resources
Social-Emotional Support

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

Paper Acknowledgment Form (p. 44)

Electronic Acknowledgment Form
Questions, comments, concerns???

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