

1 Related Entries: ACA, ACF, ACF-RA, COA, COA-RA, COC-RA, COE-
2 RA, COF-RA, COG-RA, ECC-RA, IGN, IGO-RA, JGA-
3 RA, JGA-RB, JGA-RC, JGB-RA, JFA, JFA-RA, JHF,
4 JHF-RA, JNA-RB
5 Responsible Office: Office of the Chief of
6 Teaching, Learning, and Schools; School
7 Support and Improvement
8

9 Behavior Intervention Safety and Well-being Plan
10
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12 A. PURPOSE
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- 14 1. To promote positive, respectful, orderly, and safe
15 learning environments necessary for effective learning;
16 increase student engagement; boost student achievement;
17 and, proactively foster positive school cultures and
18 climates that prevent student misbehavior, when
19 possible, before it occurs
20
- 21 2. To engage all students in learning with effective
22 instruction and to intervene appropriately to support
23 struggling and vulnerable students
24
- 25 3. To provide a philosophy of behavior intervention that is
26 rehabilitative, restorative, educational, and
27 implemented fairly and equitably with clear,
28 appropriate, and consistent expectations and

29 consequences to address student behavior that is not in
30 line with the *Student Code of Conduct in MCPS*, regardless
31 of whether the instructional environment is in person or
32 virtual

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34 4. To clearly communicate to students, staff members, and
35 parents/guardians/families expected student behaviors
36 and consequences for misbehavior

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38 B. ISSUE

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40 The Montgomery County Board of Education believes that
41 promoting student learning is its primary function; to this
42 end, this policy sets forth the expectation of an environment
43 that is conducive to effective learning and acknowledges that
44 appropriate behavior is learned. In addition to a student's
45 home, schools are also communities in which positive behavior
46 is expected, modeled, and learned within an environment of
47 mutual respect and dignity.

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49 In order to grow into healthy, productive adults, students
50 should be afforded opportunities to learn from their
51 mistakes, correct any harm that results from their behavior
52 and restore relationships that are disrupted by their
53 conduct. An engaging environment conducive to learning can
54 keep students in school so that they may become college and
55 career ready.

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57 C. PHILOSOPHY

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59 1. Schools that foster positive school climates help to
60 engage all students in learning and intervene
61 appropriately to support struggling and vulnerable
62 students. In alignment with Board Policy COA, *Student*
63 *Well-being and School Safety*, and Policy JPG, *Wellness:*
64 *Physical and Nutritional Health*, every MCPS school shall
65 strive to create a culture that provides not only an
66 optimal learning environment but also serves to promote
67 -

From COA,
§C.1

70

a) culturally responsive relationship building,

b) mental and emotional health of students and staff,

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c) trauma informed practices,

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d) restorative practices,

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e) physical health and wellness, and

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f) positive character development and empathy.

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80 2. Learning appropriate behavior is a developmental
81 process, and effective behavior intervention strategies
82 meet students' varied behavioral and developmental needs
83 with tiered supports and interventions. It is the role
84 of teachers and staff members to respond to

85 inappropriate student behavior in a timely and age-
86 appropriate way that supports personal growth and
87 learning opportunities for all students.

88
89 3. The superintendent of schools will put in place
90 appropriate procedures for students with disabilities,
91 consistent with federal laws and due process for all
92 students.

93
94 4. Utilization of positive behavior interventions promotes
95 academic, social, and emotional growth while preventing
or reducing challenging behaviors. Data-driven, trauma-
informed actions, instruction, and appropriate,
responsible strategies guide student behavior and
facilitate an orderly and effective learning climate.

From JGA-
RA, II, p.1

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101 5. Montgomery County Public Schools will utilize a
restorative, relationship-focused approach that
utilizes behavior intervention strategies that -

102
From Ann.
Code, Ed 7-
306, (a)(1)

- 105 a) are preventive and proactive;
- 106
- 107 b) emphasize building strong relationships and setting
108 clear behavioral expectations that contribute to
109 the well-being of the school community;
- 110
- 111 c) responded to behavior that violates the clear
112 behavioral expectations that contribute to the

113 well-being of the school community, focuses on
114 accountability for any harm done by the problem
115 behavior; and

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117 d) address ways to repair the relationships affected
118 by the problem behavior with the voluntary
119 participation of an individual who was harmed.

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121 6. A continuum of proactive instructional strategies and
122 disciplinary responses supports teaching and learning,
123 fosters positive behaviors, and reflects a restorative
124 behavior intervention philosophy, as follows:

125
126 a) Provides school staff with training to strengthen
127 classroom behavior management skills with
128 strategies for teaching and modeling expected
129 behavior and social and emotional competencies

130
131 b) Provides instruction regarding social/emotional
132 learning, cultural awareness, problem solving, and
133 conflict resolution

134
135 c) Maintains a continuum of prevention and
136 intervention strategies and programs, as needed, in
137 coordination with the community

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139 7. Caring adults in schools play an important role in
140 building strong relationships with students, which

141 facilitates their connection to school and decreases
142 their likelihood of engaging in disruptive behaviors.
143 School staff members should seek ways to develop
144 meaningful relationships with students because students
145 who have meaningful relationships with an adult in their
146 school are less likely to engage in disruptive behaviors
147 in class, be absent, or drop out of school.

148
149 8. Staff members will collaborate with families and the
150 community to provide guidance, support, and structure to
151 meet student needs.

152
153 9. Fair, firm, and consistent application of disciplinary
154 action is expected, and students should be made aware of
155 the consequences of misbehavior. However, school
156 behavior intervention strategies should be administered
157 in a way to keep students within their regular school
158 program to the greatest extent practicable. Suspensions
159 and expulsions are to be used only as a last resort.

160
161 10. MCPS will build staff capacity and continuously evaluate
162 its behavior intervention strategies to promote
163 fairness, equity, and achievement for all students.

164
165 a) To ensure fairness and equity to all students in
166 alignment with Board Policy ACA, *Nondiscrimination,*
Equity, and Cultural Proficiency, proactive steps
are required to identify and redress implicit

167
From ACA,
§B

169 biases and structural and institutional barriers
170 that too often have resulted in identifiable groups
171 of students and staff being unjustifiably or
172 disproportionately over-identified in student
173 discipline actions. School staff members need to
174 be equipped with the support, knowledge, and skills
175 needed to prevent and, when necessary, respond to
176 conflict, meet the diverse behavioral needs of all
177 students, and fairly and equitably apply behavior
178 intervention policies and practices.

179
180 b) Staff members shall be equipped and supported to
181 apply behavior intervention strategies__using
182 individualized approaches that, as necessary, take
183 into account available information regarding a
184 student’s developmental maturity; mental health
185 challenges, and other social, emotional, medical or
186 physical health concerns; cultural and linguistic
187 factors that may play a role in behavior; and
188 outside stressors or trauma, including violence,
abuse, neglect, disaster, terrorism, and war which
may impact a student’s physical and emotional
health and ability to function effectively in an
educational setting.

From COMAR
13A.08.04.02.B
(19)

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194 11. The superintendent of schools will implement a
195 comprehensive plan for safety and security in alignment
196 with Board Policy COA, *Student Well-being and School*

197 *Safety*, that maintains an environment for working and
198 learning that protects the rights, health, and welfare
199 of students and staff. The superintendent of schools
200 will work with the Montgomery County Department of
201 Police, the Montgomery County State’s Attorney Office,
202 and other law enforcement agencies to review, implement,
203 and update as necessary, written agreements that set
204 clear expectations for the roles and responsibilities of
205 law enforcement personnel as important partners in
206 supporting a positive school climate, while avoiding
207 unnecessary arrests and referrals to the justice system
208 that may have unintended negative collateral
209 consequences for students and their families, as well as
210 disproportionate impacts on students of color and
211 students with disabilities.

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213 D. DESIRED OUTCOMES

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215 1. Schools will foster **positive**, **respectful**, **orderly**, and
 safe learning environments **necessary for effective**
 learning where positive behavior is expected, modeled,
 and learned within an environment of mutual respect and
 dignity.

916

Adapted from
Ann. Code,
Ed 7-306
(d)(1); “safe,”
“positive,”
“respect”
from COA §B

221 2. Parents/guardians/families and students will be well
222 informed about school behavior management policies and
223 will be encouraged to participate in efforts to ensure
224 that schools are safe and orderly.

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3. Students will understand their responsibilities and rights with respect to behavior intervention strategies.
4. School behavior intervention strategies will be administered fairly, equitably, and consistently. Schools should avoid any disparate and disproportional impact of the policy.
5. School behavior intervention strategies will emphasize strong relationships and clear behavioral expectations so that students may engage in the classroom, contribute to the well-being of the school community, and graduate from MCPS college and career ready.

Ann. Code, Ed
7-306,(a),(1)(ii)

E. IMPLEMENTATION GUIDELINES

1. MCPS will develop a districtwide code of conduct for students which will be made available to all students and their parents/guardians/families.
2. Each school may develop its own code of conduct with the involvement of families, students, and staff, and review it periodically to incorporate feedback and learning from implementation. The superintendent of schools/designee will review each school's code of conduct to ensure consistency with this policy, MCPS regulations, the districtwide code of conduct for

253 students, as well as applicable federal and state law.

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255 3. The superintendent of schools will monitor issues of
256 concern to the safety and security of the MCPS community
257 and report to the Board as appropriate.

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259 4. The superintendent of schools will monitor behavior
260 intervention-related data from schools to evaluate
261 interventions and programs and develop steps to address
262 any disparate and disproportional impact of behavior
263 intervention strategies.

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265 F. REVIEW AND REPORTING

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267 This policy will be reviewed in accordance with the Board's
268 policy review process.

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270 Related Sources: Annotated Code of Maryland, Education Article,
271 §7-306; Code of Maryland Regulations
272 13A.08.03-.04; *Student Code of Conduct in MCPS*

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274 *Policy History:* Adopted by Resolution No. 20-97, January 14, 1997;
275 amended by Resolution No. 9-15, January 13, 2015; amended .