

A Secondary Parent's Guide to...

Absence Related Infractions

Academic Dishonesty

Alcohol and Other Drugs

Attack and Fighting

Bias Behaviors

Bullying Behaviors

Disrespectful Behaviors, including Sexual Harassment

Destruction of Property

Insubordination

Leaving an Assigned Area

Suspension and Expulsion

Tardiness

Tobacco

Weapons

Resources

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.

A Parent's Guide to Absence Related Infractions in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Attending school regularly and being on time.
- Remaining on school grounds unless I have permission to leave school.

WHAT ARE EXCESSIVE AND UNLAWFUL ABSENCES? HOW DOES CUTTING CLASS FIT IN WITH UNLAWFUL ABSENCES?

Lawful Absence

The Code of Student Conduct defines lawful absences as those including illness, a death in the family, court order, other emergency, or an activity previously approved by the principal. Religious absences are not considered for attendance review provided they are not excessive. The Code defines absence for a day or part of a day for any other reason as unlawful.

Excessive Absence

The Code of Student Conduct defines excessive absences as “missing 6 or more days of school in a semester.”

Parents/guardians are to send a written excuse within 3 days of an absence, explaining the reason for the absence. If a student is absent for 5 consecutive days, the parent/guardian should provide a doctor's note explaining the absence.

Cutting Class

Cutting class is defined as an unlawful absence from a class or school activity.

CONSEQUENCES

- **Levels 1–3** and may result in loss of credit for the semester
- Letters will be sent by the school when a student is excessively absent. Parents/guardians are legally responsible to see that children in

their custody between the ages of 5 and 16 attend school regularly, unless otherwise enrolled in private school, approved home instruction, or receiving home instruction through the school system.

Unlawful absence, or truancy, has been identified as one of the early warning signs of students heading for potential failure in school, as well as other social problems. Truancy is a sign that a young person has lost his or her way and needs help.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.



A Parent's Guide to Academic Dishonesty in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Completing my own school work and homework.
- Following school rules and school staff directions.
- Keeping my eyes on my own paper when taking quizzes and tests.

WHAT IS THE DIFFERENCE BETWEEN CHEATING AND PLAGIARISM?

The Code of Student Conduct defines **cheating** as providing, receiving, or viewing answers to quiz or test items or independent assignments. This also includes having books, notes/notebooks out during a test without permission. **Plagiarism**, on the other hand, involves deliberately presenting the ideas, works, or statements of another as one's own, without acknowledgment of the source.

CONSEQUENCES

Cheating: Levels 3–4
Plagiarism: Levels 3–5

Both offenses may result in a student failing or not receiving credit for an assignment or a course.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.



A Parent's Guide to Alcohol and Other Drugs in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Choosing not to bring alcohol and other drugs to school.
- Not bringing dangerous things, such as alcohol and other drugs and medicine not prescribed for me, to school.

WHAT ARE THE RULES ABOUT ALCOHOL AND OTHER DRUGS?

The Code of Student Conduct defines alcohol and other drugs as alcoholic substances, inhalants or other intoxicants, and controlled dangerous substances, including prescription drugs, over the counter medications, look-alikes, and substances represented as controlled substances, and drug paraphernalia. There are several offenses related to alcohol and other drugs.

Possession means that the student has on his or her person, or within his or her personal property, or has under his or her control any of the substances included in this definition.

Consumption means that the student has consumed or used in some way the substances included in this definition.

Distribution or sale means a student has distributed any of the substances with or without payment.

Possession with intent to distribute means the student has possession of any of these substances in large enough quantity or packaged in such a way that the intent to distribute to others is indicated.

CONSEQUENCES

Possession: Levels 3–5

Consumption: Levels 3–5

Distribution:

Level 6 and report to police

Possession with intent to distribute:

Level 5

Levels 3 or 4 consequence for **first offense** possession and consumption must include suspension and referral to ADP. **Second offense** possession and consumption results in a request for extended suspension (**Level 6** consequence).

ADP – Alternatives to Drugs Program. Mandatory educational consequence for violation of Board of Education policy regarding alcohol and other drugs. Students participate with their parents/guardians.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1–5 days suspension	may include 6–10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.



A Parent's Guide to Attack and Fighting in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Treating others like I want to be treated.
- Working together and/or with adults to manage negative behaviors and emotions.
- Keeping my hands to myself.

WHAT IS AN ATTACK?

AND HOW IS IT DIFFERENT FROM FIGHTING?

Attack on Students, Staff or Others

The Code of Student Conduct defines attack as any unprovoked aggressive action toward another person. There are four categories of attacks:

Category I: Physical attack causing serious physical injury.

Category II: A physical attack causing minor physical injury.

Category III: A physical attack without injury.

Category IV: (threats) Intentionally frightening another person with the threat of immediate offensive physical contact or physical harm.

Fighting

The Code of Student Conduct defines fighting as “an incident involving two or more students with physical contact, such as hitting, kicking punching. Verbal fighting is further defined as “a verbal confrontation with no physical contact.”

CONSEQUENCES

Attack on Students, Staff or Others

Category I – Level 6

Category II – Levels 4-6

Category III – Levels 3-5

Category IV – Levels 2-5

All categories may be reported to the police

Fighting

Levels 3–6 and reportable to police if injury is caused.

First Offense: Up to 10 days suspension and RAP First Offense Letter

Second Offense: Up to 10 days suspension and RAP Conditional Reinstatement Letter

Third Offense: Request for extended suspension.

RAP: Responsible Actions Program is a mandatory educational consequence for fighting.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.



A Parent's Guide to Bias Behaviors in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Treating others as I want to be treated.
- Using a respectful, positive, and considerate tone of voice and body language when I am speaking to others.
- Working with others in positive ways.

WHAT IS BIAS BEHAVIOR? WHAT SHOULD MY STUDENT DO IF HE/SHE IS THE TARGET OF ANY OF THESE BEHAVIORS?

The Code of Student Conduct defines bias motivated behaviors as behavior offenses committed against a person or property which is motivated by the offender's bias, a negative opinion or attitude toward a group of persons based on their race, religion, disability, sexual orientation, or ethnicity/national origin.

Disability bias is defined as a bias based on physical or mental impairments/challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age or illness.

Ethnicity/National Origin Bias is defined as a bias toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.

Hate crime is defined as bias behavior that is a criminal offense. Racial bias is bias toward a group of persons who possess common physical characteristics, i.e., color of skin, eyes, hair, facial features, genetically transmitted by descent and heredity which distinguish them as a distinct division of human-kind.

Religious bias is defined as a bias toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or non-existence of a supreme being.

Sexual-Orientation bias is defined as a bias toward a group of persons based on their sexual attraction toward and responsiveness to members of the opposite or same sex.

If your child is a target of any of these behaviors, encourage him/her to report it to an adult in the school. Student Services personnel, such as School Counselors, School Psychologists, PPWs, School Social Workers, and School Nurses, are available to help your child deal with these types of situations. Additionally, teachers and administrators are always available to assist your child.

CONSEQUENCES

Level 3–6 consequences and reportable to police if illegal.

First offense – 5 days suspension, BMBP Letter.

Second offense – 10 days suspension, attend BMBP

Third offense – Request for extended suspension.

BMBP: Bias-Motivated Behavior Program is designed to help students and their parents acquire knowledge, skills, and attitudes needed to maintain a safe and tolerant lifestyle.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.



A Parent's Guide to Bullying Behaviors in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Not bullying or threatening.
- Treating others like I want to be treated.
- Using positive words with others (no putdowns).
- Being understanding of others' feelings.

WHAT IS BULLYING? WHAT IS CYBER-BULLYING?

The Code of Student Conduct defines **bullying** as repeated, willful, and deliberately direct or indirect behaviors intended to physically or psychologically intimidate or distress, with negative intent, a person in a less powerful position than the bully.

Cyber-bullying is the use of information and communication technologies, such as email, cell phones, text messaging, etc., by an individual or group of individuals to bully another person.

If your child is a target of any of these behaviors, encourage him/her to report it to an adult in the school, as these types of behaviors do not typically stop without significant intervention. Student Services personnel, such as School Counselors, School Psychologists, PPWs, School Social Workers, and School Nurses, are available to help your child deal with these types of situations. Additionally, teachers and administrators are always available to assist your child.

CONSEQUENCES

Bullying (both types): Levels 3–5, and are reportable to the police if violent.

Cyber-bullying: Levels 3–6 and are reportable to police, if violent.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.

A Parent's Guide to Disrespectful Behaviors, Including Sexual Harassment in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Being understanding of others' feelings.
- Treating others like I want to be treated.
- Using a respectful, positive, and considerate tone of voice and body language when speaking to others,

WHAT IS MEANT BY INAPPROPRIATE LANGUAGE, DISRESPECT TOWARD OTHERS, AND SEXUAL HARASSMENT. IT SEEMS LIKE THEY COULD ALL MEAN THE SAME THING?

The Code of Student Conduct defines **inappropriate language** as vulgar or abusive spoken language or written language, such as cursing or swearing. It does not necessarily have to be directed at a person to be considered as such.

Disrespect toward others is defined as inappropriate comments or physical gestures directed toward other persons.

Sexual harassment can involve both inappropriate language and disrespectful behavior, but is more specifically

defined in the Code of Student Conduct as “unwelcome conduct of a sexual nature that happens more than once, that continues after the student is asked to stop, and that makes a person feel uncomfortable or unsafe.

CONSEQUENCES

Inappropriate language: Levels 1–5.

Disrespect toward others: Levels 2–5.

Sexual harassment: Levels 3–6.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1–5 days suspension	may include 6–10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.



A Parent's Guide to Infractions Related to Destruction of Property in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Taking care of things in my school and on school grounds.

WHAT IS DEFINED AS ARSON? WHAT IS DESTRUCTION OF PROPERTY?

The Code of Student Conduct defines **arson** as “intentionally damaging any school building or property by starting a fire or causing an explosion. This also includes attempting to, aiding in, or unauthorized possession of a flammable liquid or materials with intent to set fire to a dumpster, trash can, locker, etc.”

Destruction of Property is defined as damage, destruction, or defacement of property belonging to the school or others.

CONSEQUENCES

Arson: Levels 4–6 and report to the Fire Marshall.

Destruction of property: Levels 2–6.

Use of Matches/Lighter: Levels 3–4.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.

A Parent's Guide to **Insubordination** *in Secondary School*

EXPECTED STUDENT BEHAVIORS:

- Following school rules and school staff directions.
- Listening when others are speaking to me.
- Being honest, by telling the truth and admitting to things I have done.

HOW IS INSUBORDINATION DEFINED?

The Code of Student Conduct defines insubordination as refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance. This can include, but is not limited to, walking away when an adult is speaking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow a search.

CONSEQUENCES

Insubordination: Levels 2–5

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.

A Parent's Guide to Infractions Related to Leaving or Being out of an Assigned Area *in Secondary School*

EXPECTED STUDENT BEHAVIORS:

- Attending school regularly and being on time.
- Remaining on school grounds unless I have permission to leave school.

WHAT IS MEANT BY LEAVING AN AREA, LEAVING CLASS, AND LEAVING SCHOOL GROUNDS WITHOUT PERMISSION?

The Code of Student Conduct defines leaving an area without permission and/or leaving class or school grounds without permission as leaving an assigned area without permission from the adult in charge or leaving the classroom or school grounds during regular school hours without a parent or guardian or someone else listed on the emergency card.

CONSEQUENCES

Leaving an area without permission and/or leaving class or school grounds without permission includes **Levels 3–4**.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.

A Parent's Guide to Suspension and Expulsion *in Secondary School*

WHAT IS THE DIFFERENCE BETWEEN SUSPENSION, EXTENDED SUSPENSION, AND EXPULSION?

Short Term Suspension

Short-term suspension means “the removal for disciplinary reasons of a student from school for a period of not more than 10 days by a school principal.”

Extended Suspension

Extended suspension means “the removal for disciplinary reasons of a student from school for a period of more than 10 days for a specified violation of the Code of Student Conduct.”

Expulsion

Expulsion means “the removal of the student from Anne Arundel County Public Schools for a minimum of 36 weeks,” in compliance with federal and state laws and regulations, for a specified violation of the Code of Student Conduct.

CONSEQUENCES

Each of these disciplinary consequences has procedures that are followed when they are implemented. These procedures and the student's rights regarding them are explained in detail in the Anne Arundel County Public Schools Parent and Student Handbooks.

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.

A Parent's Guide to **Tardiness** *in Secondary School*

EXPECTED STUDENT BEHAVIORS:

- Attending school regularly and be on time.
- Remaining on school grounds unless I have permission to leave school.

WHAT IS THE DEFINITION OF TARDINESS?

The Code of Student Conduct defines tardiness as arriving late to school and/or class for whatever reason and for whatever length of time. A student who is frequently tardy is a student whose lateness is of a length and frequency such that it interferes with instruction and/or educational progress.

CONSEQUENCES

Levels 1–3

- Letters will be sent by the school when a student is chronically tardy. Parents/guardians are legally responsible to see that children in their custody between the ages of 5 and 16 attend school regularly and on time,

unless otherwise enrolled in private school, approved home instruction, or receiving home instruction through the school system.

Tardiness has a negative impact on educational progress, as it can interfere with instruction and with the student's ability to be prepared for class and ready to learn.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.

A Parent's Guide to **Tobacco** in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Not bringing dangerous things, such as matches, lighters, and tobacco, to school.
- Practicing positive behavior choices.

WHAT ARE THE RULES ABOUT TOBACCO?

The Code of Student Conduct defines tobacco as tobacco and other tobacco products, including, but not limited to cigarettes, cigars, pipe tobacco, chewing tobacco, or smokeless tobacco. There are several offenses related to tobacco.

Possession means that the student has on his or her person, or within his or her personal property, or has under his or her control any of the substances included in this definition.

Use means that the student has consumed or used in some way the substances included in this definition.

Distribution means that a student has distributed any of the substances with or without payment.

Matches/Lighter (possession of)

OFFENSES/CONSEQUENCES

First Offense: refer to ATUP and up to five days suspension

Second Offense: Level 3 and 5 days suspension

Third Offense: Levels 3–4; up to 10 days suspension and reportable to the police.

Fourth Offense: Level 4; 10-day suspension, report to outside ATUP, and reportable to the police.

Matches/Lighter (possession of): Levels 2–3.

ATUP – Alternatives to Tobacco Use Program. Mandatory educational consequence for violation of Board of Education policy regarding tobacco. Students must participate with their parents/guardians.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1–5 days suspension	may include 6–10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.



A Parent's Guide to Weapons in Secondary School

EXPECTED STUDENT BEHAVIORS:

- Choosing not to bring weapons to school.
- Not bringing dangerous things, such as weapons, to school.
- Practicing positive behavior choices.

WHAT ARE THE RULES ABOUT WEAPONS?

The Code of Student Conduct defines **weapons** as firearms, any gun of any kind, and any implement which could cause bodily harm. **Weapons Used to Cause Bodily Harm/Injury** is defined as the use of a weapon to injure any person on school property.

CONSEQUENCES

There are several categories of weapons with varying levels of consequences.

- Firearm (possession of) – **Mandatory expulsion** and reported to police.
- Knife (possession of) – **Levels 3–6**, and reportable to police.
- Other Weapons (possession of) **Levels 4–6**, and reportable to police.
- Possession and/or use of dangerous implements – **Levels 4–6**.
- Use of weapon to cause or attempt to cause bodily injury – **Mandatory expulsion**.

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
classroom managed	may be classroom managed; includes parent/guardian involvement	may include 1-5 days suspension	may include 6-10 days suspension	extended suspension	expulsion

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.



A Parent's Guide to Resources

Adolescent and Family Services

410-222-6785

Annapolis Youth Services

410-626-1800 or 410-269-8060 (24 hours)

Anne Arundel County Crisis Response System

410-768-5522

Anne Arundel County Department of Mental Health

410-222-7868

Anne Arundel County Health Department

410-222-7095

Anne Arundel County Public Schools Family Resource Center

410-222-6429

Anne Arundel County Public Schools Department of Student Services

410-222-5322

Anne Arundel Medical Center Emergency

443-481-1200

Baltimore/Washington Medical Center Emergency

410-787-4306

Conflict Resolution Center

410-266-9033

Department of Social Services

- Annapolis – 410-269-4500
- Glen Burnie – 410-421-8500

Family and Children's Services

410-571-8341

Glen Burnie Mental Health Clinic

410-222-6784

Maryland Health Partners

- Kidsline – 1-800-888-1965

MD Youth Hotline

1-800-422-0009

Mental Health Clinic

- Glen Burnie – 410-222-6785

National Organization for Victim Assistance (NOVA)

1-800-TRY-NOVA

Pascal Youth and Family Services Center

410-975-0067

Sexual Assault Crisis Center General Crisis Hotline

410-222-7273 (24 hrs)

YWCA Domestic Violence Program

410-222-6800

YWCA General Counseling Program

410-626-7800 ext. 220

Your child's guidance counselor

**For help accessing resources, go to www.networkofcare.com.
Choose either *Mental/Behavioral Health* or *Children and Families (0-18)*.**

Consequences listed are not all-inclusive. Please refer to the Code of Student Conduct for additional options.

