The AACPS Parent Handbook is available online, at www.aacps.org/ParentHandbook.
### Important Phone Numbers for Students

If you need assistance beyond your school, the following offices and services of the Anne Arundel County Public Schools may be helpful:

<table>
<thead>
<tr>
<th>If you need help with...</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Education Options</td>
<td>410-222-5193</td>
</tr>
<tr>
<td>School Counseling Services</td>
<td>410-222-5280</td>
</tr>
<tr>
<td>Bias Behavior &amp; Language Issues</td>
<td>410-222-5318</td>
</tr>
<tr>
<td>Student Services</td>
<td>410-222-5322</td>
</tr>
<tr>
<td>Psychological Services</td>
<td>410-222-5321</td>
</tr>
<tr>
<td>Readmission to School</td>
<td>410-222-5389</td>
</tr>
<tr>
<td>School Safety Issues</td>
<td>410-222-5083</td>
</tr>
<tr>
<td>Discipline Issues</td>
<td>410-222-5288</td>
</tr>
<tr>
<td>Student Discrimination Issues</td>
<td>410-222-5354</td>
</tr>
</tbody>
</table>

For help with homework, click the *Homework Center* link on Anne Arundel County Public Library’s website at [www.aacpl.net](http://www.aacpl.net)

### Hotlines (Anonymous and confidential. Available 24/7)

#### Have the courage to make the call!

If you are having thoughts of suicide, feel depressed, are having personal problems or problems at home, or if you know someone who is, or if you just feel the need to talk anonymously to a counselor...

<table>
<thead>
<tr>
<th>Anne Arundel County Crisis Center</th>
<th>Maryland Youth Crisis Hotline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>410-768-5522</strong></td>
<td><strong>1-800-422-0009</strong></td>
</tr>
</tbody>
</table>

If you see or hear about bullying, fighting, abuse, harassment, weapons, gangs, or any other dangerous situation at school...

<table>
<thead>
<tr>
<th>Maryland Center for School Safety Tip Line</th>
<th>Safe Schools Maryland Tip Line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-833-MD-B-SAFE/1-833-632-7233</strong></td>
<td><strong>1-833-MD-B-SAFE</strong></td>
</tr>
</tbody>
</table>

If there is a threat to the safety and/or well-being of a student or to share a concern, such as:

- Mental health crises
- Bullying/Cyberbullying
- School and community violence
- Drug activity
- Abuse and Neglect
- Harassment/Sexual Harassment

or any other issue affecting our Maryland students...

Safe Schools Maryland Tip Line

**1-833-MD-B-SAFE**

On the Web

[safeschoolsmd.org](http://safeschoolsmd.org)

Download the Smartphone App

SafeSchoolsMD

*(available from the Apple App Store and Google Play)*

This handbook can be found online ([www.aacps.org/students](http://www.aacps.org/students)) and is also available in Spanish.
Please review the *Student Handbook: Rights & Responsibilities* with your child. Your child’s teacher has discussed it in class, as the *Code of Student Conduct* (pp. 5–19) and the policies and regulations it references are an important part of daily student life, supporting a safe and secure learning environment. It is so central to success in school that there will be periodic reviews of important sections of the *Code* during the year, sections related to:

- **Participation in Senior Activities** (page 22)
- **Academic Dishonesty** (page 23)
- **Technology Resource Use by Students** (page 24)
- **Bias Behavior & Language, Bullying, Cyberbullying, Harassment, Intimidation, and Sexual Harassment** (page 28)

It is essential that the school and home work together to ensure that all students meet the high expectations for behavior established in the *Code of Student Conduct*. This enables students to succeed in school and the community. Your support is vital in this process.

**Please note:** This form should be accessed and signed online within your PowerSchool Parent/Student Portal at [www.aacps.org/parentportal](http://www.aacps.org/parentportal) (click the “Forms” link in the left side panel).

For families who are unable to access PowerSchool, please complete this page and return it (or a copy) to your child’s school. A fillable PDF is available at [www.aacps.org/handbookacknowledgement](http://www.aacps.org/handbookacknowledgement).

As the parent/guardian of the above student, I have read and discussed the *Student Handbook: Rights & Responsibilities* including the *Code of Student Conduct* and the *Participation in Senior Activities, Academic Integrity, and Technology Resource Use by Students and Bias Behavior & Language, Bullying, Cyberbullying, Harassment, Intimidation, and Sexual Harassment* with my child.

I understand that the Student Handbook and the policies and regulations it references apply to all students at all times on all Board of Education property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or Board-sponsored activities, including but not limited to Magnet, Specialty, and Career and Technology Programs, school field trips, international trips, and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments.

**I understand that graduating seniors who violate Board policies and regulations on alcoholic beverages and other controlled dangerous substances shall be prohibited from participation in all senior activities, including prom, graduation, and others (page 22).**
At Anne Arundel County Public Schools...

- We believe everyone deserves a safe, supportive, and orderly learning environment.
- We believe our approach to student discipline is focused on changing behaviors and not punishing students.
- We treat our students equitably when they misbehave, and consequences are based on an ethic of care.
- We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur.
- We create opportunities for students to practice and succeed in making responsible and effective choices to reach their academic potential and contribute to the school community.

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The AACPS Parent Handbook is available online at www.aacps.org/ParentHandbook.
If you need a printed copy, check with your child's school.
The AACPS Policies governing students and which are included in this handbook—as well as all AACPS Policies and Regulations—can be found online at aacpschools.org/boardpolicies. Student infractions that do not relate to a specific policy fall under JCC—Student Conduct.

State laws and regulations, State Board of Education regulations and AACPS policies and regulations that are enacted after the publication of this document shall supersede those statements and references contained in this publication.

### The Board of Education of Anne Arundel County

AACPS policies are established by an eight-member board. Seven board members are elected by voters in each County Council district. The eighth board member is a student, elected by students and appointed by the Governor.

Board members can be contacted through Diane Howell, Executive Assistant to the Members of the Board of Education, at 410-222-5311.

Elections for Board President and Vice President are held each December. Visit www.aacps.org/board for current officers.

#### Vacant*
- Council District 1
- Robert Silkworth
- Corine Frank
- Melissa Ellis
- Dana Schallheim
- Joanna Bache Tobin
- Michelle L. Corkadel
- Bunmi Omisore

#### Student Member

Note: At the time this document was printed, the County Council had not yet appointed a successor for the District 1 seat vacated by the untimely passing of Board Member Candace C.W. Antwine on July 16.

### Policies and Administrative Regulations

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Teaching about Religion</td>
</tr>
<tr>
<td>IKA/IKA-RA</td>
<td>Opening Patriotic Exercises</td>
</tr>
<tr>
<td>IN/IN-RA</td>
<td>Academic Integrity</td>
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<td>JAC/JAC-RA</td>
<td>Homeless Students</td>
</tr>
<tr>
<td>JB/JB-RA</td>
<td>Compulsory Attendance</td>
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<tr>
<td>JCC</td>
<td>Student Conduct</td>
</tr>
<tr>
<td></td>
<td>Bullying, Cyberbullying, Harassment, and Intimidation (JCCA/JCCA-RA)</td>
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<tr>
<td></td>
<td>Gang/Gang-Related Activities (JCCB/JCCB-RA)</td>
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<tr>
<td></td>
<td>Student Use of Social Media (JCCC/JCCC-RA)</td>
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<tr>
<td></td>
<td>Technology Use by Students (JCCA-RA)</td>
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<tr>
<td></td>
<td>Use of Tobacco by Students (JCC-RA)</td>
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<tr>
<td></td>
<td>Alcoholic Beverages, Controlled Dangerous Substances or Other Intoxicants (JCC-RA)</td>
</tr>
<tr>
<td></td>
<td>Possession and/or Use of Dangerous or Deadly Weapons by Students (JCC-RAD)</td>
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<td></td>
<td>Attacks by Students (JCC-RAF)</td>
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<td></td>
<td>Student Transportation (JCC-RAG)</td>
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<td></td>
<td>Corporal Punishment (JCC-RAH)</td>
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<td></td>
<td>Interrogation &amp; Arrest (JCC-RAI)</td>
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<td></td>
<td>Search and Seizure (JCC-RAJ)</td>
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<tr>
<td></td>
<td>Students Charged with Community Offenses (JCC-RAK)</td>
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<tr>
<td></td>
<td>Use of Personal Electronic Communication Devices by Students (JCO/JCO-RA)</td>
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<td>JCH/JCH-RA</td>
<td>Student Complaints Related to Policy, Regulation, or Law</td>
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<td>JCL/JCL-RA</td>
<td>Student Organizations</td>
</tr>
<tr>
<td>JD/JD-RA</td>
<td>Student Suspension and Expulsion</td>
</tr>
<tr>
<td>JH/JH-RA</td>
<td>Student Records</td>
</tr>
<tr>
<td>JCD/JCD-RA</td>
<td>Student Attire and Personal Appearance</td>
</tr>
<tr>
<td>JCG/JCG-RA</td>
<td>Care of School Property by Students</td>
</tr>
<tr>
<td>JO-RA</td>
<td>Bias Behavior and Language</td>
</tr>
<tr>
<td>JP</td>
<td>Sexual Harassment and Misconduct</td>
</tr>
<tr>
<td>JQ/JQ-RA</td>
<td>Safe and Inclusive Environments for LGBTQ+ Students</td>
</tr>
</tbody>
</table>

Anne Arundel County Public Schools prohibits discrimination in matters affecting employment or in providing access to programs based on actual or perceived race, color, religion, national origin, sex, age, marital status, sexual orientation, genetic information, gender identity, or disability.

For more information, contact:
Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, MD 21401
410-222-5286 · TDD 410-222-5500
www.aacps.org
Introduction

School safety and academic success are created and strengthened when students are effectively and actively engaged in their learning. These outcomes are enhanced when positive relationships exist between students and school staff, and when families, communities, and school staff work collaboratively to support positive student outcomes.

In Anne Arundel County Public Schools, students have rights and privileges as well as responsibilities. While the school system has an obligation to provide an education for all students, we have set high standards for students to conduct themselves in a way that is respectful and helps to build a climate essential for learning.

Students, parents, teachers, school administrators, and community leaders have developed this handbook, which outlines appropriate, responsible student behavior. It is intended to inform students of the expectations for behavior that will result in a school atmosphere that promotes excellence in teaching and learning.

Purpose of the Handbook

The purpose of the handbook is four-fold:

1. To illustrate expected appropriate and respectful student behaviors.
2. To describe violations of the Code of Student Conduct and associated interventions and consequences that may be enforced.
3. To outline student rights, privileges, and responsibilities.
4. To provide information about how to get help with appeal requests, processes and procedures, and resources available from school system personnel.

This handbook also includes a glossary of terms used throughout the document.

Expected Character Traits

Equally important to sharing what is expected of students is that school and district policies and practices support character development, the development of self-control, and positive behavior choices. Developing positive and effective student behaviors requires collaborative efforts from school, home, and community organizations and agencies. Students in an effective learning community are expected to demonstrate the following character traits: responsibility, respect, trust, citizenship, and caring.

Responsibility is demonstrated by always doing your best, thinking about consequences, being accountable for choices, and doing what you are expected to do. Respect is shown by treating others the way you wish to be treated, using good manners and appropriate language, dealing peacefully with anger, insults, and disagreements, and accepting differences among people. Trust is built by keeping promises, telling the truth, being reliable, practicing academic integrity, and building a good reputation. Citizenship has to do with making your school and community a better place, obeying laws and rules, and respecting authority. And finally, caring is displayed by showing concern for the well-being of others around you.

Appropriate Behaviors

Our schools support appropriate student behaviors that facilitate learning and minimize disruption in several ways. One example is Social Emotional Foundations of Early Learning (SEFEL), embedded in the primary years’ curriculum. SEFEL is a framework for teaching social emotional development and school readiness skills so that children can problem solve, recognize their own feelings and those of others, refrain from impulsive behavior, and manage their anger. Positive Behavioral Intervention & Supports (PBIS), within in our Multi-Tiered Systems of Support (MTSS), is a proactive approach to school-wide discipline. It focuses on creating and sustaining strategies for achieving positive social and learning outcomes while preventing problem behaviors. PBIS uses a collaborative team approach to analyze and respond to discipline-related behavioral patterns.

The focus of this handbook is to guide student behavior, to link interventions to improve student behavior, and to inform others that will assist school staff in creating safe and orderly environments. The rules and expectations outlined have been developed so that a combination of consistent and fair strategies will be implemented in every classroom and every school.
At Anne Arundel County Public Schools, diversity is invited, nurtured, and celebrated!

As we continue to strive in Anne Arundel County Public Schools to elevate all students and eliminate all gaps, community stakeholders came together during 2019–20, and 2020–21 school years to complete the Anne Arundel County Public Schools Strategic plan to ensure all guiding values and voices were embraced for the next five years. We are committed to providing all Anne Arundel County Public School students and employees with access to safe, equitable, and engaging environments to learn and work.

As Anne Arundel County’s citizenry grows more diverse, we increase our attention and dedication to making our schools and offices places where all may thrive. Students and staff bring a wide range of traditions and cultures from their homes into our schools and workplaces. We respect and honor this diversity and work purposefully to make all feel they can grow to great heights where their success will ultimately be celebrated and rewarded.
The Code of Student Conduct applies to all students at all times on all Board of Education property, including:

- In School Buildings
- On School Grounds
- In All School Vehicles
- At All School, School-related, or Board-sponsored Activities

(whether such activities are held on school property or at locations off school property, including private business or commercial establishments)

**Expected Student Behaviors**

**Tiers of Interventions**

**Interventions & Consequences**

- PreK through Grade 2 • 10
- Grades 5–12 • 12

**Consequences**

- for Elementary Students • 14
- for Secondary Students • 16

**Behavior on the School Bus** • 18
**Expected Student Behaviors**

Students should:

1. Promote and work toward making school a positive, supportive, safe, and welcoming place for all students and staff.
2. Show respect and be courteous to fellow students, parent/guardian, and school staff.
3. Understand and comply with discipline policies, regulations, and rules.
4. Follow school rules, even when not specifically asked to do so.
5. Make every reasonable effort to participate actively in any conferences, activities, interventions, or programs recommended appropriately by school staff.
6. Recognize how their conduct affects other students and school staff and make every reasonable effort to restore relationships affected by their conduct.
7. Request to complete make-up work while they are out of school for disciplinary reasons, so that they do not fall behind.
8. Share ideas and strategies for improving school climate and school discipline practices.

---

**I will show Respect for...**

**Myself by:**

- Attending school regularly and being on time.
- Following the rules and directions of adults.
- Doing my schoolwork and homework neatly and completely.
- Practicing positive behavior choices.
- Remaining on school grounds unless I have permission to leave school.
- Learning from consequences of my behavior.
- Choosing not to bring tobacco, alcohol, other drugs, or weapons to school.
- Dressing in a way that is appropriate for the learning environment in accordance with school expectations.
- Refraining from touching others.

**Others by:**

- Being understanding of others’ feelings.
- Using positive words with others (no putdowns).
- Treating others like I want to be treated.
- Not bullying or threatening.
- Being honest by telling the truth and admitting to things I have done.
- Working with others in positive ways. Keeping my hands to myself.
- Refraining from using profanity in school.
- Working together and/or with adults to manage negative behaviors and emotions.
- Using a respectful, positive, and considerate tone of voice and body language when I am speaking to others.
- Listening when others are speaking to me.
- Refraining from bias behavior and language, prejudice, hate and stereotypes towards others.
Learning by:

- Following school rules and school staff directions.
- Keeping focused on my work.
- Coming to school prepared to work.
- Participating in class activities and discussions.
- Completing my own schoolwork and homework.
- Keeping my eyes on my own paper when taking quizzes and tests.

Property by:

- Taking care of things in my school and on school grounds.
- Not bringing dangerous or distracting things, such as matches, lighters, weapons, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc.
- Using school materials or a classmate’s materials for their intended purpose.
  - Using technology devices as directed by adults.
- Following rules about safety:
  - Refraining from touching a fire alarm unless there is an emergency.
  - Refraining from making threats about bombs or blowing something up.
  - Using playground equipment in a safe manner.
- Following the school’s rules and expectations regarding personal electronic devices.

When I make positive behavior choices, I will be successful. If I do not make positive behavior choices, I will receive interventions to help me learn to make better choices.
Anne Arundel County Public Schools use a Multi-Tiered System of Supports (MTSS) that emphasize proactive and preventive strategies for defining, supporting, and teaching appropriate behaviors to create a positive school climate, both socially and academically. The MTSS approach emphasizes proactive and preventative strategies for supporting appropriate behaviors, both social and academic. Behavioral supports and interventions are implemented using a three-tiered prevention/intervention approach to student behaviors. Maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions. (Center for Positive Behavior Intervention Supports, University of Connecticut)

The MTSS framework consists of three tiers:

- **Tier 1**
  Universal or school wide for all to be successful.

- **Tier II**
  Targeted or available for some students who need more behavioral or academic support and is layered with Tier 1 supports.

- **Tier III**
  Individualized for students in need of intensive behavioral or academic support.

This a continuum of supports is available to students as a need arises.

The MTSS model includes Positive Behavioral Intervention and Supports (PBIS), Restorative Practices (RP), and various other proven interventions and supports. All AACPS staff are committed creating positive school climates that teach students how to engage, connect, and succeed in their school community.

**AACPS Three Tiers of Support**

### Tier 1

All students receive Tier 1 supports, which include:

- Core Curriculum
- Social Emotional Foundations of Early Learning (SEFEL)*
- Differentiated & Culturally Responsive Practices
- Universal Design for Learning (UDL)
- Clearly stated behavioral expectations for various school settings (PBIS)
- Acknowledgment of positive behaviors (PBIS)
- Consistent Community-Building Circles (RP)*
- Social, emotional learning curriculum (Second Step and Community Wellness)
- Home-School Communication

*if trained

### Tier 2

Small groups of students may receive these targeted interventions as determined by social emotional and behavioral data:

- Social skills groups
- Social/Emotional counseling groups
- Check in and Check Out (PBIS)
- Check and Connect*
- Behavior Intervention Teacher Support
- Alternative One Teacher Support
- Responsive Circles (RP—student group conflicts)) *
- Topic Circle Series (RP)) *
- Decision Making Rooms/Learning Labs
- Referral to school-based problem-solving team
- Other evidence or research-based strategies

*if trained
Tier 3
Individual students may receive these intensive individualized interventions as determined by social emotional and behavioral data

- Referral to school-based problem-solving team
- Student Intervention Plan (StIP)*
- Student Support Services Staff (school counselor, school psychologist, pupil personnel worker, school social worker)
- Mentoring
- Check and Connect*
- Responsive Circles—teacher-to-student/student-to-student (RP)*
- Alternative One Teacher Support
- Behavior Intervention Teacher Support
- Collaboration, linkages, to community resources
- Functional Behavioral Assessments (FBA)
- Behavioral Intervention Plans (BIP)
- Alternative Education Setting
- Other evidence or research-based strategies
  *if trained

Anne Arundel County Public Schools embraces restorative practices in response to violations of the Code of Student Conduct. The expectation is to repair harm done, restore relationships, and create a pathway back to the classroom and the school.

Supports and Intervention
As with any incident of student behavior, school staff must exercise informed judgment as to whether a student's actions constitute a violation of Board policy and/or regulation. Tiers of Intervention & Supports and Levels of Consequences, shown on the following pages, list the many progressive responses to help students to change their behaviors. Interventions include a continuum of evidence-based activities, supports and programs to support students' social, emotional, academic, and behavioral health. Interventions are aimed at reducing continuing and/or escalating behaviors that harm the school community or violate the Code of Conduct.

Consequences
Consequences are actions taken by school staff in response to behavior that harms the school community or violates of the Student Code of Conduct. Interventions and consequences may be used simultaneously.

The school staff may always choose an intervention from a lower level as long as a consequence from one of the prescribed levels is also employed. When a behavior is deemed a criminal offense by local authorities, the student may also be subject to disciplinary action by the Department of Juvenile Services.

Tiers of Interventions & Supports and Levels of Consequences for progressive discipline follow. Imminent threat of harm to students and staff, and repeated chronic and disruptive and/or cumulative offenses may require higher levels of interventions/consequences. For serious violations, interventions/consequences may begin at a higher level.
The Code of Student Conduct

**Supports, Interventions & Consequences**

(This list of sample supports and interventions is not exhaustive of all possibilities for supporting students’ behavioral needs.)

<table>
<thead>
<tr>
<th>Tier 1—Universal (All)</th>
<th>Tier 2—Targeted (Some)</th>
<th>Tier 3—Intensive (Few)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Curriculum</strong></td>
<td>Targeted intervention programs as appropriate to ensure instructional match</td>
<td>Intensive intervention programs as appropriate to ensure instructional match</td>
</tr>
<tr>
<td>Differentiated Culturally Responsive Practices</td>
<td>Increased Adult Support</td>
<td>Intensive Adult Support</td>
</tr>
<tr>
<td>· Mindfulness Practices</td>
<td>· Mentoring (group)</td>
<td>· Individualized mentoring Referral to Student Services staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)</td>
</tr>
<tr>
<td>· Opportunities for movement</td>
<td>· Check-in/Check-out (CICO)</td>
<td>· Individualized Tutoring</td>
</tr>
<tr>
<td>· Flexible seating</td>
<td>· Specialized break passes</td>
<td>· Extended School Based Mental Health</td>
</tr>
<tr>
<td>· Cool/calm-down spaces and/or breaks</td>
<td>· Guided mindfulness strategies</td>
<td>· Collaboration among community resources, agencies, and parent groups</td>
</tr>
<tr>
<td>· Break tasks into manageable chunks</td>
<td>· Referral to Student Services staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)</td>
<td>· Specialized break passes</td>
</tr>
<tr>
<td>· Longer transition time</td>
<td>· Alternative One Teacher Support</td>
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<tr>
<td>· Offering choice</td>
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<tr>
<td>· Trauma-informed practices</td>
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</tbody>
</table>

Clearly Stated Behavioral Expectations

<table>
<thead>
<tr>
<th>Tier 1—Universal (All)</th>
<th>Tier 2—Targeted (Some)</th>
<th>Tier 3—Intensive (Few)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Intensive intervention programs as appropriate to ensure instructional match</td>
</tr>
<tr>
<td>Differentiated Culturally Responsive Practices</td>
<td>Increased Adult Support</td>
<td>Intensive Adult Support</td>
</tr>
<tr>
<td>· Explicit teaching of rules and expectations in varying school settings</td>
<td>· Reminders of rules/expectations</td>
<td>· Frequent reminders of rules/expectations</td>
</tr>
<tr>
<td>· Modeling &amp; Practicing rules and expectations</td>
<td>· Reteaching of rules and expectations</td>
<td>· Visual and auditory examples of expected behaviors</td>
</tr>
<tr>
<td>· Pre-correction of behaviors</td>
<td>· Increased visual examples of expected behaviors</td>
<td>· Individualized opportunities for practice with increased frequency</td>
</tr>
<tr>
<td>· Increased adult supervision</td>
<td>· Increased opportunities for modeling and practice of expectations</td>
<td>· Focus on mastery of 1–2 behaviors at a time with adult support</td>
</tr>
<tr>
<td>· Proximity control</td>
<td>· Behavior contract</td>
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<tr>
<td>· Redirection</td>
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</tbody>
</table>

Acknowledgement of Positive Behaviors & Response to Unexpected Behaviors

<table>
<thead>
<tr>
<th>Tier 1—Universal (All)</th>
<th>Tier 2—Targeted (Some)</th>
<th>Tier 3—Intensive (Few)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td>Targeted intervention programs as appropriate to ensure instructional match</td>
<td>Intensive intervention programs as appropriate to ensure instructional match</td>
</tr>
<tr>
<td>Differentiated Culturally Responsive Practices</td>
<td>Increased Adult Support</td>
<td>Intensive Adult Support</td>
</tr>
<tr>
<td>· Behavior specific praise</td>
<td>· Redirection</td>
<td>· In-school intervention (ISI)</td>
</tr>
<tr>
<td>· Increased Reinforcement</td>
<td>· Warning</td>
<td>· Individualized behavior plan</td>
</tr>
<tr>
<td>· Incentive/Reward systems</td>
<td>· Private discussion (use 5 Responsive Questions)</td>
<td>· Threat determination</td>
</tr>
<tr>
<td>· Explicit teaching of replacement behaviors</td>
<td>· Increased ratio of positive to negative acknowledgements</td>
<td>· Crisis Prevention Intervention (CPI) verbal and physical de-escalation strategies (if trained)</td>
</tr>
<tr>
<td>· Redirection</td>
<td>· Targeted group incentive system</td>
<td></td>
</tr>
<tr>
<td>· Warning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SEFEL Strategies (ECI and PreK only)

<table>
<thead>
<tr>
<th>Tier 1—Universal (All)</th>
<th>Tier 2—Targeted (Some)</th>
<th>Tier 3—Intensive (Few)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
<td>Targeted intervention programs as appropriate to ensure instructional match</td>
<td>Intensive intervention programs as appropriate to ensure instructional match</td>
</tr>
<tr>
<td>Differentiated Culturally Responsive Practices</td>
<td>Increased Adult Support</td>
<td>Intensive Adult Support</td>
</tr>
<tr>
<td>· Creating and fostering positive relationships</td>
<td>· Explicit instruction in emotional regulation</td>
<td>· Referral to multi-disciplinary problem-solving team (MDT)</td>
</tr>
<tr>
<td>· Positive and explicit guidance on rules and routines</td>
<td>· Teaching and modeling use of emotional language</td>
<td>· Safety Plan</td>
</tr>
<tr>
<td>· Ensuring positive, safe, supportive environment</td>
<td>· Providing space and grace for safely managing emotions</td>
<td>· Functional Behavior Assessment (FBA)</td>
</tr>
<tr>
<td>· Predictable routines</td>
<td>· Use of first/then strategies</td>
<td>· Behavior Intervention Plan (BIP)</td>
</tr>
<tr>
<td>· Promote active learning and appropriate behavior</td>
<td>· Direct instruction to groups on:</td>
<td></td>
</tr>
<tr>
<td>· Foster language and communication skills</td>
<td>· Identifying and managing emotions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Self-regulation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Problem-solving</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Initiating and maintaining interactions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Strategies for handling anger and disappointment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>· Friendship skills</td>
<td></td>
</tr>
</tbody>
</table>

Restorative Practices (if trained)

<table>
<thead>
<tr>
<th>Tier 1—Universal (All)</th>
<th>Tier 2—Targeted (Some)</th>
<th>Tier 3—Intensive (Few)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum</td>
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</tr>
<tr>
<td>Differentiated Culturally Responsive Practices</td>
<td>Increased Adult Support</td>
<td>Intensive Adult Support</td>
</tr>
<tr>
<td>· Consistent Community-Building Circles</td>
<td>· 5 Restorative Questions</td>
<td>· Responsive Circles (teacher to student/student to student)</td>
</tr>
<tr>
<td></td>
<td>· Responsive Circles (student group to student group)</td>
<td>· Return to School Circles</td>
</tr>
<tr>
<td></td>
<td>· Topic Circle Series</td>
<td></td>
</tr>
</tbody>
</table>

Return to School Circles
## Supports & Interventions: Grades PreK–2

(This list of sample supports and interventions is not exhaustive of all possibilities for supporting students' behavioral needs.)

### Tier 1—Universal (All)
- **Social-Emotional/Behavioral Instruction**
  - Second Step Curriculum
  - Student Code of Conduct Lessons
  - School Counseling Core Curriculum
  - Community Wellness

### Tier 2—Targeted (Some)
- **Targeted Social-Emotional/Behavioral Skill Instruction and Supports**
  - Social skills group
  - Learning Lab group
  - Social/emotional counseling (group)
  - Referral to school-based problem-solving team (STT)

### Tier 3—Intensive (Few)
- **Intensive Social-Emotional/Behavioral Skill Instruction and Supports**
  - Learning Lab (individual; increased frequency)
  - Referral to multi-disciplinary problem-solving team (MST)
  - Safety Plan
  - Schedule change
  - Functional Behavior Assessment (FBA)
  - Behavior Intervention Plan (BIP)

### Universal Communication (sent to all parent/guardian)
- Written note
- Phone call
- Conference
- Newsletter

### Communication
- Face to face conference with student, parent/guardian, and Teacher
- Face to face conference with student, parent/guardian, teacher, and administrator

Anne Arundel County Public Schools embraces Restorative Practices in response to violations of the Code of Student Conduct. Restorative Practices keep the focus on teaching students to be accountable for their actions and the effect they have on others in the community. The expectation is to repair harm, restore relationships, and work together to create an honorable pathway back to the classroom and/or school community.

## Consequences: Progressive Options to Address Student Behaviors—Grade PreK–2

### Level 1
**Classroom Level interventions**
If these interventions are successful, referral to the school administrator may not be necessary. Parent/Guardian Notification Required
- Preferential seating
- Loss of privilege
- Confiscation of item
- Parent conference
- Student Conference
- Opportunity to apologize
- Warning
- Opportunity to repair harm using 5 Restorative Questions
- Restitution
- Supervised calm/cool-down time inside of classroom

### Level 2
**Appropriate when Level 1 intervention has been ineffective**
In some cases, referral to the school administrator may be necessary. Parent/Guardian Notification Required
- Class or schedule change
- Detention
- Loss or suspension of privileges
- Office discipline referral
- Minor or Pre-Referral
- Repair of Harm
- Restitution
- Supervised calm/cool-down outside of classroom
- Temporary removal from class
- In-school Intervention (ISI)
- Suspension (up to five as applicable by law, except for attendance-related offenses)
- Referral to Charles E. Leisure Programs*
  - Alternatives to Drugs Program (ADP)
  - Alternatives to Tobacco Use Program (ATUP)
  - Bias Motivated Behavior and Language Program (BMBLP)
  - Responsible Actions Program (RAP)

### Levels 3, 4, and 5
**Appropriate when subsequent intervention levels have been ineffective**
AACPS office referral required
Parent/Guardian Notification Required
- Detention
- In-school Intervention (ISI)
- In-school Suspension (ISS)
- Suspension (up to five as applicable by law, except for attendance-related offenses)
- Expulsion (as applicable by law)
- Loss or suspension of privileges
- Restitution
- Temporary removal from class
- Referral to Alternative Education Setting
- Referral to Charles E. Leisure Programs*
  - Alternatives to Drugs Program (ADP)
  - Alternatives to Tobacco Use Program (ATUP)
  - Bias Motivated Behavior and Language Program (BMBLP)
  - Responsible Actions Program (RAP)

For descriptions of the individual Charles E. Leisure Programs—Alternatives to Drugs Program, Alternatives to Tobacco Use Program, Bias Motivated Behavior and Language Program, and Responsible Actions Program—visit www.aacps.org/studentservices
# Supports, Interventions & Consequences

## Supports & Interventions: Grades 3–12

(This list of sample supports and interventions is not exhaustive of all possibilities for supporting students’ behavioral needs.)

<table>
<thead>
<tr>
<th>Tier 1—Universal (All)</th>
<th>Tier 2—Targeted (Some)</th>
<th>Tier 3—Intensive (Few)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Curriculum</strong></td>
<td><strong>Targeted intervention programs as appropriate to ensure instructional match</strong></td>
<td><strong>Intensive intervention programs as appropriate to ensure instructional match</strong></td>
</tr>
<tr>
<td><strong>Differentiated Culturally Responsive Practices</strong></td>
<td><strong>Increased Adult Support</strong></td>
<td><strong>Intensive Adult Support</strong></td>
</tr>
<tr>
<td>- Mindfulness Practices</td>
<td>- Mentoring (group)</td>
<td>- Individualized mentoring</td>
</tr>
<tr>
<td>- Opportunities for movement</td>
<td>- Check-in/Check-out (CICO)</td>
<td>- Individualized tutoring</td>
</tr>
<tr>
<td>- Flexible seating</td>
<td>- Specialized Break Pass</td>
<td>- Referral to Student Services staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)</td>
</tr>
<tr>
<td>- Cool/calm-down spaces and/or breaks</td>
<td>- Guided mindfulness strategies</td>
<td>- Extended School Based Mental Health</td>
</tr>
<tr>
<td>- Break tasks into manageable chunks</td>
<td>- Referral to Student Services staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)</td>
<td>- Collaboration among and/or linkage to community resources, agencies, and parent groups</td>
</tr>
<tr>
<td>- Longer transition time</td>
<td>- Alternative One Teacher Support</td>
<td>- Referral to community conferencing</td>
</tr>
<tr>
<td>- Offering choice</td>
<td></td>
<td>- Specialized Break Pass</td>
</tr>
<tr>
<td>- Trauma-informed practices</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Clearly Stated Behavioral Expectations</strong></th>
<th><strong>Clearly Stated Behavioral Expectations</strong></th>
<th><strong>Clearly Stated Behavioral Expectations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Previewing rules and expectations in varying school settings</td>
<td>- Reminders of rules/expectations</td>
<td>- Frequent reminders of rules/expectations</td>
</tr>
<tr>
<td>- Modeling &amp; Practice</td>
<td>- Increased visual examples of expected behaviors</td>
<td>- Visual and auditory examples of expected behaviors</td>
</tr>
<tr>
<td>- Pre-correction of behaviors</td>
<td>- Increased opportunities for modeling and practice of expectations</td>
<td>- Individualized opportunities for practice with increased frequency</td>
</tr>
<tr>
<td>- Increased adult supervision</td>
<td>- Behavior contract</td>
<td>- Focus on mastery of 1-3 behaviors at a time</td>
</tr>
<tr>
<td>- Proximity control</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Redirection</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Acknowledgement of Positive Behaviors</strong></th>
<th><strong>Correction of Unexpected Behaviors</strong></th>
<th><strong>Correction of Unexpected Behaviors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Increased Reinforcement</td>
<td>- Redirection</td>
<td>- In-school intervention (ISI)</td>
</tr>
<tr>
<td>- Incentive/Reward systems</td>
<td>- Warning</td>
<td>- Individualized behavior plan</td>
</tr>
<tr>
<td></td>
<td>- Private discussion</td>
<td>- Threat determination</td>
</tr>
<tr>
<td></td>
<td>- Increased ratio of positive to negative acknowledgements</td>
<td>- Crisis Prevention Intervention (CPI) verbal and physical de-escalation strategies</td>
</tr>
<tr>
<td></td>
<td>- Targeted incentive system</td>
<td>- Referral to Charles E. Leisure Programs (RAP, ATUP, ADP, BMBLP)</td>
</tr>
<tr>
<td></td>
<td>- Verbal de-escalation (CPI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Referral to Charles E. Leisure Programs (RAP, ATUP, ADP, BMBLP)</td>
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<td>- 5 Resorative Questions</td>
<td>- Responsive Circles (teacher to student/student to student)</td>
</tr>
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<td>- Learning Lab Lessons</td>
<td>- Responsive Circles (student group to student group)</td>
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</tr>
<tr>
<td>- Decision Making Room</td>
<td>- Topic Circle Series</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Social-Emotional/Behavioral Instruction</strong></th>
<th><strong>Targeted Social-Emotional/Behavioral Skill Instruction and Supports</strong></th>
<th><strong>Intensive Social-Emotional/Behavioral Skill Instruction and Supports</strong></th>
</tr>
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<tbody>
<tr>
<td>- Second Step Curriculum</td>
<td>- Social skills group</td>
<td>- Learning Lab (individual; increased frequency)</td>
</tr>
<tr>
<td>- Student Code of Conduct Lessons</td>
<td>- Learning Lab Lessons</td>
<td>- Decision Making Room (individual; increased frequency)</td>
</tr>
<tr>
<td>- School Counseling Core Curriculum (Elementary)</td>
<td>- Decision Making Room</td>
<td>- Referral to multi-disciplinary problem-solving team</td>
</tr>
<tr>
<td>- Advisory Lessons (Secondary)</td>
<td>- Social/emotional counseling (group)</td>
<td>- Safety Plan</td>
</tr>
<tr>
<td>- Community wellness</td>
<td>- Referral to school-based problem-solving team</td>
<td>- Schedule change</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Functional Behavior Assessment (FBA)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Behavior Intervention Plan (BIP)</td>
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Supports & Interventions: Grades 3–12
(This list of sample supports and interventions is not exhaustive of all possibilities for supporting students’ behavioral needs.)

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<tr>
<td>Universal Communication (sent to all parent/guardian)</td>
<td>Communication</td>
<td>Communication</td>
</tr>
<tr>
<td>· Written note</td>
<td>· Face to face conference with student, parent/guardian, and Teacher</td>
<td>· Face to face conference with student, parent/guardian, teacher, and administrator</td>
</tr>
<tr>
<td>· Phone call</td>
<td>· Face to face conference with student, parent/guardian, teacher, and administrator</td>
<td></td>
</tr>
<tr>
<td>· Conference</td>
<td>· Back to School Night</td>
<td></td>
</tr>
<tr>
<td>· Newsletter</td>
<td>· Parent-Teacher Conferences</td>
<td></td>
</tr>
</tbody>
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Anne Arundel County Public Schools embraces Restorative Practices in response to violations of the Code of Student Conduct. Restorative Practices keep the focus on teaching students to be accountable for their actions and the effect they have on others in the community. The expectation is to repair harm, restore relationships, and work together to create an honorable pathway back to the classroom and/or school community.

Consequences—Progressive Options to Address Student Behaviors: Grades 3–12

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<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Levels 3, 4, and 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Level interventions</td>
<td>Appropriate when Level 1 intervention has been ineffective</td>
<td>Appropriate when subsequent intervention levels have been ineffective</td>
</tr>
<tr>
<td>If these interventions are successful, referral to the school administrator may not be necessary.</td>
<td>In some cases, referral to the school administrator may be necessary. Parent/Guardian Notification Required</td>
<td>AACPS office referral required Parent/Guardian Notification Required</td>
</tr>
<tr>
<td>Parent/Guardian Notification Required</td>
<td>Parent/Guardian Notification Required</td>
<td>Parent/Guardian Notification Required</td>
</tr>
<tr>
<td>· Preferential seating</td>
<td>· Class or schedule change</td>
<td>· Bus suspension</td>
</tr>
<tr>
<td>· Loss of privilege</td>
<td>· Detention</td>
<td>· Detention</td>
</tr>
<tr>
<td>· Confiscation of item</td>
<td>· Loss or suspension of privileges</td>
<td>· In-school Intervention (ISI)</td>
</tr>
<tr>
<td>· Parent conference</td>
<td>· Office discipline referral</td>
<td>· In-school Suspension (ISS)</td>
</tr>
<tr>
<td>· Student Conference</td>
<td>· Minor or pre-referral repair of harm</td>
<td>· Suspension (short-term, 1–3 days, except for attendance-related offenses)</td>
</tr>
<tr>
<td>· Warning</td>
<td>· Restitution</td>
<td>· Suspension (long-term, 4–10 days, except for attendance-related offenses)</td>
</tr>
<tr>
<td>· Opportunity to apologize</td>
<td>· Supervised calm/cool-down outside of classroom</td>
<td>· Extended Suspension (11–45 days)</td>
</tr>
<tr>
<td>· Repair of harm</td>
<td>· Temporary removal from class</td>
<td>· Expulsion (45 days or balance of the school year)</td>
</tr>
<tr>
<td>· Restitution</td>
<td>· In-school Intervention (ISI)</td>
<td>· Loss or suspension of privileges</td>
</tr>
<tr>
<td>· Supervised calm/cool-down time inside of classroom</td>
<td>· Bus Suspension</td>
<td>· Restitution</td>
</tr>
<tr>
<td>· Referral to Charles E. Leisure Programs (ADP, ATUP, BMBLP, RAP)</td>
<td>· Suspension (short-term, 1–3 days, except for attendance-related offenses)</td>
<td>· Temporary removal from class</td>
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<td></td>
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<td>· Referral to Alternative Education Setting</td>
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<tr>
<td></td>
<td></td>
<td>· Referral to Charles E. Leisure Programs (ADP, ATUP, BMBLP, RAP)</td>
</tr>
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For descriptions of the individual Charles E. Leisure Programs— Alternatives to Drugs Program, Alternatives to Tobacco Use Program, Bias Motivated Behavior and Language Program, and Responsible Actions Program—visit www.aacps.org/studentservices
# Discipline Levels for Elementary Students

<table>
<thead>
<tr>
<th>Offense/Violation</th>
<th>Level of Consequence</th>
<th>Major Incident Referral</th>
<th>School will contact (in order listed):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence (unlawful)</td>
<td>● ● ● ● ●</td>
<td></td>
<td>AACPS Office†</td>
</tr>
<tr>
<td>Academic Dishonesty (Cheating &amp; Plagiarism)</td>
<td>● ● ●</td>
<td></td>
<td>DSSS</td>
</tr>
<tr>
<td>Alcohol and Other Drugs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession (1st Offense: Recommend CL ADP)</td>
<td>● ● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Consumption (1st Offense: Recommend CL ADP)</td>
<td>● ● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Distribution/Possession</td>
<td>●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Possession w/intent to Distribute</td>
<td>●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Ammunition</td>
<td>● ● ● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Arson/Fire (see Matches/Lighter)</td>
<td>●</td>
<td></td>
<td>911</td>
</tr>
<tr>
<td>Attack...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>...on Students</td>
<td>Category I (see Glossary)</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td>...on Others</td>
<td>Category II (see Glossary)</td>
<td>● ●</td>
<td></td>
</tr>
<tr>
<td>...on Staff</td>
<td>Category III (see Glossary)</td>
<td>● ● ●</td>
<td></td>
</tr>
<tr>
<td>Bias Behavior and Bias Language</td>
<td>Category IV (Threats—Verbal/Written)</td>
<td>● ● ● ●</td>
<td></td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Bullying (First Offense: Recommend CL RAP)</td>
<td>● ● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Cyber-bullying</td>
<td>● ● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Class Cutting</td>
<td>● ● ●</td>
<td></td>
<td>DSSS</td>
</tr>
<tr>
<td>Computer Misuse</td>
<td>Category I</td>
<td>●</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Category II</td>
<td>● ●</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Category III</td>
<td>● ● ●</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Category IV</td>
<td>● ● ●</td>
<td></td>
</tr>
<tr>
<td>Destruction of Property/Vandalism</td>
<td>● ● ● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Disrespect Toward Others</td>
<td>● ● ● ●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disruption to Classroom/School—Chronic &amp; Extreme (see Inciting or Participating in a School Disturbance)</td>
<td>● ● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Disruptive Clothing or Appearance</td>
<td>● ● ●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extortion/Strong Arming/Blackmail</td>
<td>● ● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>False Fire Alarm</td>
<td>● ● ●</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>False Information/Accusations</td>
<td>● ● ●</td>
<td></td>
<td>OSOS</td>
</tr>
<tr>
<td>Fighting: Physical</td>
<td>First Offense</td>
<td>RAP² First Offense Letter</td>
<td>● ● ●</td>
</tr>
<tr>
<td></td>
<td>Second Offense</td>
<td>RAP² Referral to the CL Program</td>
<td>● ● ●</td>
</tr>
<tr>
<td></td>
<td>Third Offense</td>
<td>Major Incident Referral (L4-L5 fights) (In the same year)</td>
<td>● ● ●</td>
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<tr>
<td>Offense/Violation</td>
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<td>---------------------------------------------------------------------------------</td>
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<tr>
<td>Inappropriate Language (Students/Adults)</td>
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<tr>
<td>Improper Touching (Pre-K-2 only)</td>
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<tr>
<td>Inappropriate Use of Personal Electronics (see Bias Behavior and Bias Language,</td>
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<tr>
<td>Threats of Mass Violence, Inciting or Participating in a School Disturbance)</td>
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<tr>
<td>Inciting or Participating in a School Disturbance</td>
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<tr>
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<tr>
<td>Matches/ Lighter(s) Possession/use</td>
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<tr>
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<td>environment</td>
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<td>School Uniform (Violation of)</td>
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<tr>
<td>Threats of Mass Violence</td>
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<tr>
<td>Tobacco Possession, Distribution, Use</td>
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<tr>
<td>Trespassing</td>
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<tr>
<td>Verbal Altercation</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Weapons (including look-a-like guns)</td>
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<tr>
<td>Firearm Possession of</td>
<td></td>
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<tr>
<td>Other Weapon (includes knives, look-a-like gun)</td>
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<tr>
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</table>

<table>
<thead>
<tr>
<th>Level of Consequence</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Major Incident Referral</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACPS Office†</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>ATUP First Referral</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>ATUP Further Referral</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td>Consider outside ATUP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School will contact (in order listed):</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACPS Office†</td>
</tr>
<tr>
<td>The Office of School Security Communication Center (CC) may provide</td>
</tr>
<tr>
<td>additional guidance regarding contacting police, fire, other AACPS</td>
</tr>
<tr>
<td>components, or outside agencies.</td>
</tr>
</tbody>
</table>

| ¹AACPS Offices                                                       |
| The Office of School Security Communication Center (CC) may provide |
| additional guidance regarding contacting police, fire, other AACPS  |
| components, or outside agencies.                                    |

| Charles Leisure (CL) Programs                                      |
| Alternatives to Drugs Program                                     |
| Bias Motivated Behavior and Language Program                      |
| Responsible Actions Program                                       |
| Alternatives to Tobacco Use Program                               |

†AACPS Offices

¹The Office of School Security Communication Center (CC) may provide additional guidance regarding contacting police, fire, other AACPS components, or outside agencies.

CC: Communication Center
DSSS: Division of Student Support Services
OSOS: Office of Safe and Orderly Schools
PPW: Pupil Personnel Worker

= Major Incident Report is required at all levels
☆ = Automatic expulsion
# Discipline Levels for Secondary Students

<table>
<thead>
<tr>
<th>Offense/Violation</th>
<th>Level of Consequence</th>
<th>Major Incident Referral</th>
<th>School will contact (in order listed):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Absence (unlawful)</strong></td>
<td>1 2 3 4 5</td>
<td></td>
<td>AACPS Office*</td>
</tr>
<tr>
<td><strong>Academic Dishonesty (Cheating &amp; Plagiarism)</strong></td>
<td>1 2 3 4 5</td>
<td></td>
<td>DSSS</td>
</tr>
<tr>
<td><strong>Alcohol and Other Drugs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Possession (1st Offense: Recommend CL ADP†)</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>Consumption (1st Offense: Recommend CL ADP†)</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>Distribution</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>Possession w/intent to distribute</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Ammonition</strong></td>
<td>1 2 3 4 5</td>
<td></td>
<td>CC</td>
</tr>
<tr>
<td><strong>Arson/Fire (see Matches/Lighter)</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>911</td>
</tr>
<tr>
<td><strong>Attack...</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>...on Students</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>...on Others</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>...on Staff</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Bomb Threat</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Bullying (First Offense: Recommend CL RAP§)</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>DSSS</td>
</tr>
<tr>
<td><strong>Cyber-bullying</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>DSSS</td>
</tr>
<tr>
<td><strong>Class Cutting</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>DSSS</td>
</tr>
<tr>
<td><strong>Computer Misuse</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>Category I</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>Category II</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>Category III</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>Category IV</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Demonstration and Mass Protest</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Disrespect Toward Others</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Disruption to Classroom/School—Chronic &amp; Extreme (see Inciting or Participating in a School Disturbance)</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Disruptive Clothing or Appearance</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Extortion/Strong Arming/Blackmail</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>False Fire Alarm</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>False Information/Accusations</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>OSOS</td>
</tr>
<tr>
<td><strong>Fighting</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>First Offense:</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>RAP§ First Offense Letter</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>Second Offense:</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>RAP§ Referral to the CL Program</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td>Third Offense:</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>Police</td>
</tr>
<tr>
<td>Major Incident Referral (L4–L5 fights) (in the same year)</td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>Police</td>
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<tr>
<td><strong>Fireworks/explosives</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
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<tr>
<td><strong>Forgery/Counterfeit Currency</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
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<tr>
<td><strong>Gambling</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Gang-Related Activity</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Harassment/Intimidation</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
<tr>
<td><strong>Hazing</strong></td>
<td>1 2 3 4 5</td>
<td>✓</td>
<td>CC</td>
</tr>
</tbody>
</table>

*BMBLP* 第二部分，建议向 CL 程序提交的转介

*Report to the Office of Safe & Orderly Schools within 24 hours*
## Major Incident Report

A Major Incident Report is required at all levels for grades 6–12. An asterisk (*) indicates automatic expulsion.

### Offense/Violation

<table>
<thead>
<tr>
<th>Offense/Violation</th>
<th>Level of Consequence</th>
<th>Major Incident Referral</th>
<th>School will contact (in order listed):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improper Physical Contact</td>
<td>5</td>
<td>√</td>
<td>AACPS Office†</td>
</tr>
<tr>
<td>Inappropriate Language (Students/Adults)</td>
<td>5</td>
<td>√</td>
<td>CC</td>
</tr>
<tr>
<td>Inappropriate Use of Personal Electronics</td>
<td>5</td>
<td>√</td>
<td>CC</td>
</tr>
<tr>
<td>(see Bias Behavior and Bias Language, Threats of Mass Violence,</td>
<td></td>
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<tr>
<td>Inciting or Participating in a School Disturbance)</td>
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<tr>
<td>Insubordination</td>
<td>5</td>
<td>√</td>
<td>CC</td>
</tr>
<tr>
<td>Leaving an Area and/or Leaving Class and/or School Grounds without Permission</td>
<td>5</td>
<td>√</td>
<td>Police</td>
</tr>
<tr>
<td>Matches/Lighter(s): Possession of Use of (see Arson/Fire)</td>
<td>5</td>
<td>√</td>
<td>CC</td>
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<tr>
<td>Misuse of Social Media</td>
<td>5</td>
<td>√</td>
<td>CC</td>
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<tr>
<td>Putting substances in another person's food or drink or on a person's body or environment</td>
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<td>√</td>
<td>CC</td>
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<td>School Uniform (Violation of)</td>
<td>5</td>
<td>√</td>
<td>CC</td>
</tr>
<tr>
<td>Sexual Activity</td>
<td>5</td>
<td>√</td>
<td>CC</td>
</tr>
<tr>
<td>Sexual Assault</td>
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<td>CC</td>
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<tr>
<td>Tardiness</td>
<td>5</td>
<td>√</td>
<td>DSSS</td>
</tr>
<tr>
<td>Threats of Mass Violence</td>
<td>5</td>
<td>√</td>
<td>CC</td>
</tr>
<tr>
<td>Tobacco: Possession, First Offense: ATUP³ Referral to the CL Program</td>
<td>5</td>
<td>√</td>
<td>CC</td>
</tr>
<tr>
<td>Tobacco: Further Offenses: Consider outside ATUP³ after the third offense</td>
<td>5</td>
<td>√</td>
<td>CC</td>
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<tr>
<td>Trespassing</td>
<td>5</td>
<td>√</td>
<td>CC</td>
</tr>
<tr>
<td>Unsafe Action(s)</td>
<td>5</td>
<td>√</td>
<td>OSOS</td>
</tr>
<tr>
<td>Verbal Altercation</td>
<td>5</td>
<td>√</td>
<td>OSOS</td>
</tr>
<tr>
<td>Weapons (including look-a-like guns)</td>
<td>5</td>
<td>√</td>
<td>OSOS</td>
</tr>
<tr>
<td>Possession of: Firearm</td>
<td>5</td>
<td>√</td>
<td>Police</td>
</tr>
<tr>
<td>Other Weapon (includes knives, look-a-like gun)</td>
<td>5</td>
<td>√</td>
<td>Police</td>
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<td>Use of Weapon to Cause or Attempt to Cause Injury</td>
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1AACPS Offices

The Office of School Security Communication Center (CC) may provide additional guidance regarding contacting police, fire, other AACPS components, or outside agencies.

CC: Communication Center
DSSS: Division of Student Support Services
OSOS: Office of Safe and Orderly Schools
PPW: Pupil Personnel Worker

Charles Leisure (CL) Programs

1Alternatives to Drugs Program
2Bias Motivated Behavior and Language Program
3Responsible Actions Program
4Alternatives to Tobacco Use Program
Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction.

Behavior or activity jeopardizing the safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. The school bus operator will report promptly and in writing to appropriate administrative staff any conduct appearing to require disciplinary action. After administrative staff evaluation, appropriate disciplinary action will follow. A copy of the misconduct report will be returned to the school bus operator. Generally, misconduct on a school bus will not deny a student access to the classroom. School suspension, including expulsion, will occur only in special cases of misconduct that warrant this type of action.

**Video/Digital Cameras and Audio Recording Devices**

Many school buses are now equipped with video/digital cameras and audio recording devices. These tools monitor the passenger area of the bus. As such, you could be subject to audio surveillance. The objective is to provide an important additional tool to assist the driver and administration in managing student conduct on school buses, an important safety consideration that benefits all.

---

### Consequences for Violations Related to Transportation

**for all students include, but are not limited to:**

<table>
<thead>
<tr>
<th></th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
<th>4th Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent conference required</td>
<td>Parent conference</td>
<td>Parent conference</td>
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<tr>
<td>Appropriate Action required</td>
<td>Appropriate Action required</td>
<td>Appropriate Action required</td>
<td>Appropriate Action required</td>
<td>Appropriate Action required</td>
</tr>
</tbody>
</table>

- **Bus Suspension** (up to 5 days)
- **Bus Suspension** (6 to 10 days)
- **Bus Suspension** (remainder of the year)

**Appropriate Action Required**

- Additional Bus or School Suspension commensurate with offense
- Implement Code of Student Conduct as appropriate

For students with disabilities, suspension from transportation services that are identified as related services on a student’s Individualized Education Program (IEP or 504 Plan) is the same, in effect, as a suspension for an entire school day. Therefore, suspension from transportation is counted, for the purposes of the 10-school day consideration, as a suspension from school. Additionally, if a bus suspension results in the student not being able to access their education, it is considered a day of suspension even if it is not on the student’s IEP or 504 Plan.

School administrative staff is authorized to secure restitution for vandalism caused by students to school buses, using the same procedure available for recovery of damages to school property.
Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible sanction.

Students are expected to observe the following rules for safety and courtesy on the bus. Parents are responsible for the supervision and safety of students from home until they board the bus, and from the bus stop to home.

### 1. At the Bus Stop

- Exercise safe pedestrian practices while on the way to the waiting area for the bus stop.
- Students need to be in line ready to board the bus **5 minutes** before the scheduled pickup. Do not sit in vehicles until the bus arrives.
- Wait in a quiet and orderly manner and respect private property.
- Stay on the side of the roadway controlled by the bus warning lights.
- Where same side service is provided, do not cross the roadway **for any reason**. Please remain at the designated school bus stop on the same side of the road where you live.
- Be aware, cautious, and respectful of traffic.
- Wait in a safe place, clear of traffic, and away from where the bus stops.

### 2. When the Bus Arrives

- Remain at the waiting area until the bus comes to a complete stop.
- Check traffic from all directions, then check again.
- Before walking from the waiting area to the entrance of the bus, be certain that the bus warning lights are activated and that all traffic in all directions has stopped.
- When safe to board, do so promptly.
- When boarding, be aware of and avoid the “danger zone,” the 12-foot area immediately surrounding the stopped school bus.
- Be sure that you can see the bus driver's eyes when near the school bus.
- If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross only in front of the bus.
- Upon entering the bus, proceed directly to an available or assigned seat.

### 3. On The Bus

- Follow instructions of bus personnel.
- Be respectful of all people, including all bus personnel.
- Use language appropriate for the school setting.
- Keep the bus neat and clean.
- Do not eat or drink.
- Talk quietly and politely.
- Students must sit in their assigned seat, if one has been assigned by school bus personnel or school staff.
- Stay seated while the bus is in motion; keep aisles and exits clear.
- Carry-on items are limited to those that can be held in your lap only (**including some musical instruments**).
- No hazardous materials, nuisance items, or animals are permitted on the bus.
- Be respectful of the rights and safety of others.
- Do not extend head, arms, or objects out of bus windows.
- Appropriate use of electronic devices including, but not limited to, cell phones and tablets that does not jeopardize the safe operation of the bus or the safety of the bus occupants is permitted.
- Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed.

### 4. Exiting the Bus

- Remain seated until the bus comes to a complete stop.
- Exit the bus at the bus stop area in an orderly manner.
- Exit at your designated bus stop.
- Check traffic from all directions, then check again.
- Before exiting the bus, be certain that all traffic in all directions has stopped.
- When safe to exit, do so promptly.
- Be aware of and avoid the “danger zone,” the 12-foot area immediately surrounding the stopped school bus.
- Be sure that you can see the bus driver's eyes while near the school bus.
- If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. **Only cross in front of the bus.**
- Exercise safe pedestrian practices while on the way from the bus stop to your home.
This section includes only a summary of laws, policies, and regulations that affect students. It is not a definitive statement of student rights in any situation. For additional information, please read the specific laws, policies, and regulations referenced throughout this handbook. AACPS policies and regulations are available on the school system’s website at www.aacpsschools.org/boardpolicies/.

In addition, the student’s school administrators have copies of these documents.

A public school student has legal rights guaranteed by the Constitution of the United States and Maryland State law. In addition, students have privileges provided by Board of Education Policies and Administrative Regulations. AACPS encourages students to exercise these rights and enjoy these privileges. In doing so, students should not interfere with the rights or privileges of others or the schools’ responsibilities to provide safe and orderly schools. AACPS encourages each student to balance the expression of rights by honoring individual responsibilities outlined in this publication.

**Right to Freedom of Expression**

The First Amendment to the United States Constitution protects religious freedom and liberty against government interference or encroachment. Religious freedom will be subject to limitation in the event of acts that endanger health and safety, damage property, or disrupt the educational process. Students are not required to participate or attend any religious programs, prayers, or devotional instruction as part of a course of study. Being religiously neutral, the schools will not promote any religion, will not express opposition or hostility to religion, and will not show preference for one religion over another. Students and staff are free to exercise and recognize the religious beliefs of others.

A student absent for documented religious reasons will not be subjected to denial of credit provided the total number of non-religious absences is not excessive.

[[IF/I-RA]*

**Right to Participate in Patriotic Exercises**

Maryland Education Law provides that the love of freedom and democracy, shown in the devotion of all true and patriotic Americans to their flag and country, shall be instilled in the hearts and minds of the youth of America. Accordingly, a county board of education is required to display an American flag at each building and classroom as well as ensure a program to salute the flag and other patriotic exercises. However, participation in a flag salute or other patriotic exercises shall not be required of any student.

[[IKA/IKA-RA]*

*[Board Policy/Administrative Regulation]*
Right to Conduct Activities in School Buildings

Board Policy and Administrative Regulation provides that all student organizations desiring to conduct activities in public school buildings or on public school grounds shall be permitted to conduct these activities only if authorized to do so and shall thereafter be subject to the supervision of the administration and faculty of the school.

Any secret, exclusive, or self-perpetuating organization which seeks to organize and perpetuate itself by taking in members from among the students enrolled in the public schools in which they are students, upon the basis of decision of the membership of the organization, rather than from the free choice of any students in the school who are qualified to fill the special aims of the organization, shall be prohibited from conducting its activities in public school buildings or on public school grounds.

No organization which officially represents the school in any capacity and no curricular or extracurricular activity which is organized with or by the school may deny or segregate participation or award or withhold privileges based on race, color, religion, national origin, sex, age, marital status, sexual orientation, gender identity, genetic information, or disability except where the purpose of the activity requires qualifications.

Right to Freedom from Corporal Punishment

State law prohibits employees of Anne Arundel County Public Schools from administering corporal punishment.

Right to Due Process and Appeal

When students are alleged to have violated a school regulation, they have the right to certain due process protections. This means that they are entitled to notice of the allegations against them and the opportunity to respond to the allegations.

If a student is suspended for 10 or fewer school days or believes that an action taken by the school is a violation of policy, the parent may use the student complaint process, Board of Education Policy JCH and Administrative Regulation JCH-RA, to initiate an appeal in writing to the principal who will forward the appeal to the Regional Assistant Superintendent.

If a student is suspended for more than 10 school days, the parent may use the procedures set forth in Board of Education Policy JD and administrative Regulation JD-RA Student Suspension and Expulsion. Section 7-305 of the Education Article of the Annotated Code of Maryland also sets forth the appeal rights in these circumstances.

Right to Freedom from Harassment and Discrimination

AACPS is governed by federal, state, and local anti-discrimination laws. AACPS complies with and enforces the aforementioned laws. To address these, AACPS has adopted policies and guidelines that forbid discrimination in educational opportunities based on race, color, religion, national origin, sex, age, marital status, sexual orientation, gender identity, or disability. AACPS also complies with the Title IX mandate to designate a Title IX Coordinator, and AACPS provides a fair and equitable process to all parties involved. If a student or parent/guardian believes that a student has been discriminated against on these bases, the parent/guardian or student may file a complaint with the Title IX Coordinator or pursuant to the standards set in Administrative Regulation JCH-RA.

*[Board Policy/Administrative Regulation]*
Right to Confidentiality of
and Access to Student Records

The Family Educational Rights and Privacy Act (FERPA) guarantees to parent/guardian of students under age 18 and the eligible students (18 and older) the right to:

- Inspect and review the educational records of the student.
- Request the district to disclose information in the educational records to persons/agencies outside the AACPS system.
- Request the amendment of the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
- File with the US Department of Education a complaint concerning alleged failures by the district to comply with the requirements of FERPA.
- Obtain a copy of the district’s policies on confidentiality.

School records are maintained and kept by the school office in a secure location. Records contain a list of credits, standardized test results, academic portfolios, grade-point averages, behavioral and psychological evaluations, screening and health records, attendance and disciplinary records, directory information, and a list of activities.

To inspect, review, or transfer educational records, the eligible student and/or the parent/guardian must complete a request form. Other than school staff, no additional person may inspect, review, or transfer student educational records without:

- the written consent of the eligible student if the student is 18 and older
- the written consent of the parent/guardian if the student is under 18 years of age, or
- a properly issued court order, except under other conditions (i.e., school officials with a need to know the information contained in the record) specified in FERPA.

Under the provisions of FERPA, the district may release educational records to other school systems, colleges, and universities to which the student intends to enroll or transfer without written consent. The district may also release directory information, to state or federal agencies for the purpose of providing students with information related to college admissions, financial aid, or scholarship. This information may also be released to a branch of the U.S. armed forces for purposes of providing students with career and educational opportunities made available through the armed forces. The district may release directory information without consent unless the eligible student and/or parent/guardian notify the student’s principal in writing not to release the information included as directory information in the student record.

Participation in Senior Activities

Graduating students who violate AACPS policies and regulations on possession, consumption, or distribution of alcoholic beverages, controlled dangerous substances, counterfeit controlled dangerous substances, noncontrolled substances, or other intoxicants at any time during the last four weeks of school prior to the last scheduled day for graduating students, or during the time between the last scheduled day and the graduation ceremony, whether the activity takes place on school buses, within a school building or upon any school property, or during any school, school-related, or Board-sponsored activity, whether held on school property, including private clubs, businesses, or commercial establishments, shall be prohibited from participation in all senior activities, including proms, award ceremonies, and graduation ceremonies.

Right of Freedom from Unreasonable Punishment

Students have the right of freedom from unreasonable punishment of the group for the offense of one student or a few students. Offenders will be charged individually. Students who feel they have been subject to unfair punishment have the right to register a complaint, beginning with a school administrator.

Social Media

Anne Arundel County Public Schools (AACPS) supports students’ use of social media in ways that have a positive impact on the learning environment. Student misuse of social media, whether on or off school grounds, when it creates a hostile, disruptive, or unsafe learning environment, is unacceptable.

Please refer to the AACPS website for additional information about social media. (www.aacps.org/studentsocialmedia)

*[Board Policy/Administrative Regulation]
Academic Dishonesty
Learning occurs best in an environment with academic integrity. Academic integrity is a fundamental value of teaching, learning, and scholarship. Academic integrity is an integral part of promoting self-respect, trust, student achievement, and positive relationships among all stakeholders in our school community. Students are expected to exhibit academic integrity about all academic exercises and assignments.

Middle and high school students will be asked in either homeroom or student advisory to sign an acknowledgement that they have read the Academic Integrity Policy and Regulation at the start of each year, along with a statement pledging that they have read, understand, and will adhere to this Policy and Regulation when submitting all academic work.

Middle and high school students who enroll after the beginning of the school year will be asked in either homeroom or student advisory to sign an acknowledgement that they have read the Academic Integrity Policy and Regulation at the start of each year, along with a statement pledging that they have read, understand, and will adhere to this Policy and Regulation when submitting all academic work.

Copies of the signed acknowledgement will be retained at each school’s main office.

Violations of the Academic Integrity Policy and Regulation may result in disciplinary action. Consequences for violations may vary according to the severity of the violation and will follow the progressive interventions and discipline as outlined in the Code of Student Conduct.

[IN | IN-RA]*

Gang-Related Activity
No student shall knowingly participate in gang and/or gang-like activity, irrespective of whether schools are in session, within Board of Education owned or leased property, including school buildings or on school grounds; on school buses or other school vehicles; or during any school, school-related, or school sponsored activity, whether held on school property or at locations off school property, which includes, but is not limited to:

1. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other item which evidences or reflects membership in or affiliation with any gang.

2. Commission of any act which furthers the interests of any gang, gang-like activity, or act of violence, including but not limited to:
   * solicitation for membership in a gang;
   * requesting any person to pay for protection or otherwise intimidating or threatening any person;
   * committing or inciting criminal acts or violation of AACPS policies;
   * soliciting other students to engage in physical violence against any other person;
   * engaging in any act, either verbal or nonverbal, including gestures, handshakes, slogans, drawings, etc. showing membership or affiliation with any gang;
   * challenging or provoking fights, stare-downs, mad-dogging (threatening glance; to stare fixedly at someone in a hostile manner), flashing colors, verbal remarks, etc.;
   * marking or defacing school property with messages, symbols, or slogans that may signify gang affiliation;
   * displaying gang apparel, signs, symbols, or slogans on personal property;
   * engaging in physical confrontations where one or more persons confront another individual or group; and
   * using electronic devices such as cell phones or computers to communicate gang activities while on school property.

[JCCB | JCCB-RA]*

Student Attire
Students are to dress in clothes that promote a safe and respectful learning environment. Clothes that create a disruptive environment, cause a health or safety hazard, or that do not align with the rules established by the respective school are not appropriate and not acceptable at school. School personnel will enforce this dress code.

Headwear
- Only for health, safety, or religious reasons

Shoes
- Must always be worn

Clothing
- Cannot show profanity, obscenity, violence, or symbols of hate
- Cannot promote alcohol, tobacco, drugs, or look-alike drugs
- Cannot promote gang colors, gang affiliation, gang initiation, or gang-related signs
- Cannot show underwear, midriff, bare chests or backs
- Cannot show bare skin between upper chest and mid-thigh

[JCD | JCD-RA]*

*Board Policy/Administrative Regulation*
Technology Resource Use by Student

For AACPS technology-related resources (including hardware, software and approved mobile devices) that are accessed by minors, and in accordance with the Children's Internet Protection Act. AACPS has implemented technology protection measures to block or filter Internet access to pictures and sites that are inappropriate or harmful to minors. Use of instructional computing devices and applications that are sanctioned by AACPS are accompanied by parent/guardian and student acknowledgment of the review of the Student Handbook.

Students who have permission and are connected to the AACPS network shall be subject to the AACPS regulation regarding technology use by student.

Students shall:

- Use the provided school network account and devices in an ethical, responsible, and legal manner for school-related tasks only.
- Communicate with others using appropriate language in a courteous and respectful manner.
- Maintain the privacy of their personally identifiable information, such as name, address, phone number, account passwords, social security numbers, and respect the same privacy of others.
- Use only their AACPS authorized account and password for school related activities and schoolwork. Do not use AACPS account for personal use.
- Comply with and respect copyright law, fair use guidelines, as well as intellectual property rights of others.
- Use AACPS-approved tools and electronic or cloud-based resources (i.e. E-Learning, Microsoft Office 365, Microsoft Apps, G-Suite for Education, Google Apps, etc.) in accordance with JCC-RAA Technology Resource Use by Students.

Students shall not:

- Attempt to override or bypass security restrictions on computer devices, networks, and/or Internet access.
- Use any AACPS network account for non-school related activities.
- Conduct unauthorized copying or storage of licensed software or file, or copy files without permission, or install or use personal software on computers.
- Plagiarize online content.

- Create, access, or distribute offensive, obscene, bullying, or inflammatory materials on AACPS technology-related resources or tools (including hardware, software, approved mobile devices, applications, cloud drives, and websites).
- Remove or damage hardware, software, applications, or components.
- Knowingly access unauthorized technology-related hardware, application, and software to tamper with or destroy data.
- Connect non-AACPS approved personal computing devices such as laptops or mobile devices to the AACPS production network whether wired or wireless. Students and staff may connect personal devices to the AACPS-HotSpot wireless network.
- Use electronic or cloud-based resources for commercial, personal purchasing, or illegal purposes.
- Use electronic or cloud-based resources and equipment in any other manner that would violate AACPS Board policies or state or federal laws.
- Share user account information or passwords with others.

Directed Internet use

- Requires appropriate adult supervision (i.e., staff members, guardians or their adult designees must be present to actively monitor student access to the Internet).
- Internet use is permitted at all levels and in compliance with Regulation DI-RA.

Penalties

Consequences for violations of the Technology Resource Use Regulation are addressed in the Code of Student Conduct (pages 10, 12—Computer Misuse).

*Board Policy/Administrative Regulation*
Students spend most of their time in classroom environments where behavior is expected to meet the high standards set by AACPS. While most discipline matters are managed in the classroom, some student behavior is managed by the administration through an office referral that may result in interventions or consequences based on the nature of the violation of AACPS Board policy or the Code of Student Conduct. (See pages 11–14 for Levels of Interventions and Consequences). Parent/guardian involvement is critical to the creation of safe and orderly environments. Parent/guardian notification is desired at all levels of interventions and consequences, but it is required whenever there is the possibility that a student may be removed from the school environment.

**In-School Intervention**

Students who violate the Code of Student Conduct may be removed from their current educational setting and receive instruction in an alternate setting within the school building. The student must receive appropriate instructional supports commensurate with that provided in the educational setting.

Removals during an In-School Intervention are not considered a suspension from school and do not count toward the cumulative days of removal. Parents should be notified in writing of an In-School Intervention.

**In-School Intervention for Students who receive special education services, or has a 504 Plan**

If the student receives special education services, or has a 504 Plan, they must continue to receive the services identified on their Individualized Education Program (IEP)/504 Plan during an In-School Intervention. Removals during an In-School Intervention are not considered a suspension from school and do not count toward the cumulative days of removal. Parents should be notified in writing of an In-School Intervention.

**Disciplinary Action**

Local Board Authority. Each local board of education has both the responsibility and authority to adopt policies designed to create safe schools. In the context of school discipline, by the beginning of school year 2014-2015, each local board shall review and revise its student discipline policies and regulations with the goal of maintaining an environment of order, safety, and discipline necessary for effective learning. The policies and regulations at minimum shall:

1. Reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior;
2. Be designed to keep students connected to school so that they may graduate college and career ready;
3. Describe the conduct that may lead to in-school and out-of-school suspension or expulsion;
4. Allow for discretion in imposing discipline;
5. Address the ways the educational and counseling needs of suspended students will be met; and
6. Explain why and how long-term suspensions or expulsions are last-resort options.

[COMAR 13A.08.01.11]*

**Suspensions and Expulsions** (See page 26)

Severe behavior or chronic misconduct that has created a substantial barrier to learning for others may result in the student’s removal from their current educational setting. The removal may range from a short-term suspension (1–3 days), a long-term suspension (from 4 to 10 school days), extended suspension (from 11 to 45 school days), or expulsion (removal for a period of 45 days or more). A student in grades Pre-K–2 may only be expelled in instances required by federal law and suspended for no more than five school days per incident in consultation with a school psychologist or other mental health professional.

**For Students with Disabilities**

**Suspension**

Students with disabilities whose behavior has created a substantial barrier to learning for others may receive disciplinary sanctions, including suspension. Procedural safeguards required by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504 Procedural Safeguards of the Rehabilitation Act must be followed.

**Bus Suspension**

Suspension from transportation services that are identified as related services on a student’s Individualized Education Program (IEP)/504 Plan and prevent a student with disabilities from having access to their special education program is the same, in effect, as a suspension for an entire school day. Therefore, suspension from transportation in this case is counted, for the purposes of the 10-school-day consideration, as a suspension from school.

*[Board Policy/Administrative Regulation]*
Definitions of Suspensions and Expulsion

**In-School Suspension**
The removal—withing the school building—of a student from the student’s current education program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal. In instances where a student receives an In-school suspension, the student must receive due process and parents must be informed in writing of the suspension. In-school suspensions count toward the cumulative totals of days of suspension.

**Short-Term Suspensions**
The removal of a student from school for up to but not more than 3 school days for disciplinary reasons by the principal.

**Long-Term Suspensions**
The removal of a student from school for a time period between 4 and 10 school days for disciplinary reasons by the principal.

**Extended Suspension (Grades 6–12)**
The exclusion of a student from a student’s regular program for a time period between 11 and 45 school days, which only may occur under the following circumstances:

a. The Superintendent or designated representative has determined that:
   i. The student’s return to school prior to the completion of the suspension period would pose an imminent threat of serious harm to other students and staff; or
   ii. The student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.

b. The Superintendent or designated representative limits the duration of the exclusion to the shortest period practicable; and

c. The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student’s regular academic program.

**Expulsion**
The exclusion of the student from the student’s regular school program for 45 school days or longer, which only may occur under the following circumstances:

a. The Superintendent or designated representative has determined that the student’s return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students or staff;

b. The Superintendent or designated representative limits the duration of the exclusion to the shortest period practicable; and

c. The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student’s regular academic program.

**Possession or Use of a Firearm will result in an automatic expulsion.**

**Assigned School Work**
Students who are removed from the educational setting for disciplinary purposes must be provided with assignments they have, or will be, missing beginning the first day of disciplinary removal. All the students’ teachers are required to provide assignments in classes that will be missed due to suspension.

Each school must identify a liaison who will assist the students and maintain a connection with the school while on suspension.

\(^{1}\text{COMAR 13A.08.01.11}\)
Short- and Long-Term Suspensions

The principal has the authority to remove a student for behavior that has created a substantial barrier to learning for others (not to exceed 10 school days) at the principal’s discretion. The principal or their designee will meet with the student to explain the allegations against the student and allow the student to respond to them. Parents must be informed in writing of the decision to suspend their child from school.

For Students with Disabilities

Suspension for Less Than 10 School Days

In any disciplinary action determined to require a suspension for less than 10 school days (cumulative during a school year), a student with disabilities may be suspended as any non-disabled student in accordance with the procedures set forth in Education Article §7-305 of the Annotated Code of Maryland.

Discipline Removals for More than 10 School Days (Excluding 45 Day Removals)

In cases where the school system seeks a disciplinary removal for students with disabilities of over 10 school days (Cumulative during a school year), the IEP/504 team must meet to determine whether the behavior was a manifestation of the student’s disability.

Extended Suspension (Grades 6–12)

If a principal has determined that a student should be removed from the regular program for an extended suspension (See above), the following will occur:

- The principal will meet with the student and parent/guardian regarding the suspension and the principal’s proposal to request an extended suspension from the Superintendent. The principal must inform the parent/guardian and student of the charges and the policy or policies allegedly violated.
- Notice of the meeting must be in writing and must inform the parent/guardian and student of the violations of the policy or policies, and the regulation or regulations allegedly violated. The letter must also include the preliminary findings of the initial investigation.
- A Special Assistant for Safe and Orderly Schools will meet with the student and the parent/guardian within 10 days of the student’s removal from school and a disciplinary conference will be held to determine the alleged violations.
- After conducting the conference with the student, the parent/guardian, and school officials, the Special Assistant will report the findings of the investigation to the Superintendent or the Superintendent’s designee.

- The Superintendent or the Superintendent’s designee will determine whether to grant the principal’s request for extended suspension. If granted, notice of this decision must be in writing and must inform the parent/guardian of the charges and the policy or policies violated, the educational services provided to the student during the extended suspension, if any, the readmission to school process, and the parent/guardian’s appeal process and timelines. If the principal’s request for extended suspension is denied, the principal or principal’s designee will contact the parent/guardian to schedule a readmission conference with the parent/guardian and the student.
- The Superintendent’s decision may be appealed to the Board of Education of Anne Arundel County by writing to the President of the Board of Education within 10 days after receipt of the letter of notification of extended suspension.
- If the parent/guardian disagrees with the Board’s decision, the parent/guardian may appeal in writing to the Maryland State Board of Education within 30 days of the date of the date of Board’s decision.

For Students with Disabilities

When the school system seeks to suspend students with disabilities for more than 10 days cumulative or consecutive in one school year, the Individual Education Program (IEP)/504 team must meet within 10 days of the decision to remove the student from school. The purpose of this meeting is to determine whether the behavior was a manifestation of the student’s disability.

- If the IEP/504 team determines that the behavior is a manifestation of the student’s disability, the student is subject to the regular discipline procedures explained herein. However, the Superintendent or Superintendent’s designee may determine that an administrative transfer may be appropriate given any unique circumstances of the disciplinary case. [JAB-RA] *
- If the IEP/504 team determines that the conduct is not a manifestation of the disability, the student is subject to the regular discipline procedures explained herein. However, the school system is required to provide services, as determined by the IEP/504 team during the remainder of the disciplinary removal.

For students with 504 Plans only:

Manifestation meetings are not required and will not be held for students with Section 504 plans who use/possess, or use/distribute illegal drugs and/or alcohol.

For students with IEPs only:

Regardless of whether the conduct is a manifestation of the disability, if the incident for which the student is being disciplined involves a weapon, drugs, or serious bodily injury, the

* [Board Policy/Administrative Regulation]
school system can place a student receiving special education services pursuant to an IEP in an interim alternative education setting (IAES) for up to 45 school days. For students with IEPs, the IAES disciplinary placement may not be Home and Hospital Teaching. [JD/JD-RA]*

**Readmission from an Extended Suspension**

The parent/guardian are required to seek readmission to the regular school program for their child because of an extended suspension. They should contact the Office of Safe and Orderly Schools in writing or by telephone and request a conference to discuss the process for readmission. The request may be submitted at any time after receipt of the “Letter of Notification” of the extended suspension. In certain circumstances a student might not be permitted to return to their home or neighborhood school. After a student is placed on extended suspension from school, parent/guardian have the right to appeal the extended suspension.

Students who receive alternative education service(s) while meeting the terms of their discipline sanction will transition back to a comprehensive school through the readmission process through the Office of Safe & Orderly Schools. Students serving a discipline sanction who enter AACPS from a local school system within the State of Maryland (private or public) or from Local School System from another state (private or public) while serving a discipline sanction must be processed through the Office of Safe and Orderly Schools.

**Expulsion** (See page 26)

In addition to the procedures described above for expulsion, the Superintendent or Superintendent’s designee must review each expulsion request to determine if the expulsion is appropriate. A decision to expel a student may only be made by the Superintendent or Superintendent’s designee in response to a principal’s request and outcome of the investigation. Upon determination that a student should be expelled, the Superintendent or Superintendent’s designee will provide the student and the parent/guardian a letter outlining the violations(s) of the Code of Student Conduct, the reason(s) for the expulsion, the educational services provided to the student and appropriate behavior support services to promote successful return to the regular academic program, the process for readmission, as appropriate, right to an appeal, and rights at the appeal hearing, if one is requested.

The same appeal rights apply as those that apply to Extended Suspensions and which are outlined in Policy JD and Administrative Regulation JD-RA.

**For Students with Disabilities**

When expulsion is granted regarding a student with a disability, the same procedures will apply as those outlined above for extended suspension for special education students. [JD/JD-RA]*

**Readmission from an Expulsion**

Upon approval, students will be allowed to apply for readmission to AACPS.

If students are given an opportunity to apply for readmission, students must show a positive change in behavior and attitude and participation in educational experiences, as well as an understanding of their role in the original incident.

A Readmission Review Board, made up of AACPS personnel, will meet with the student and the student’s parent or guardian, review the application, and determine the appropriateness of permitting the student to return to an AACPS program. Readmission conferences from an expulsion will be held on a case by case basis.

**Reportable Offenses**

The Board of Education recognizes that the presence of a student who has been charged with a criminal or juvenile offense of a serious nature in the community, especially an offense involving violence, weapons, or controlled dangerous substances may pose a threat to the safety and welfare of the student and others in the school community and disrupt the educational process in the school. The Board also recognizes that the educational needs of a student who has been charged with a criminal or juvenile offense of a serious nature in the community must be carefully balanced with the Board’s obligation to provide a safe school environment free of disruption for all students.

In accordance with these principles, school administrators may determine that the presence of a student charged with a criminal or juvenile offense of a serious nature in the community poses a threat to the student or others, or to the educational process and the student may be placed in an alternative educational program.

Students returning from a reportable offense placement must be processed through the Office of Safe & Orderly Schools. In cases where the school system seeks a non-disciplinary removal for students with disabilities, the IEP team must meet to determine the appropriateness of amending the student’s alternative educational program.

[COMAR 13A.08.01.17] [JCC-RAK]*

*[Board Policy/Administrative Regulation]*
Bias Behavior and Language, Bullying, Cyberbullying, Harassment, Intimidation, and Sexual Harassment

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behavior and language—intentional conduct, including verbal, physical, graphic 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 wellbeing—are unsafe and do not reflect respect for others as defined by the Code of Student Conduct.

If you or someone you know is a target of one of these behaviors, you can report it using the Bullying, Intimidation or Harassment Reporting Form, available in the Parent Handbook, from the school’s main office or counseling office or on the AACPS website at www.aacps.org/antibullying. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

If You are Being Bullied...

• Tell someone—a parent, a teacher, a counselor, or another staff member
• Calmly tell the student to stop or say nothing and walk away
• Try not to show anger or fear

If You Know Someone who is Being Bullied...

• If you feel safe, tell the bully to stop
• If you don’t feel safe...
  – Say kind words to the student being bullied—Be a friend!
  – Don’t encourage the bully by laughing or joining in
  – Tell other bystanders how to help stop bullying
  – Tell an adult
  – Encourage the bullied student to talk to someone

If an administrator determines that one of these behaviors has occurred, the students involved will receive support from a school counselor, school psychologist, school social worker, pupil personnel worker, or school health staff person to be sure everyone involved feels safe and supported and understands how to avoid these situations in the future.

Confidentiality in Counseling

What a student shares in a counseling session is confidential, except when a student indicates thinking about self-harm or hurting other students. School personnel are required to act to ensure the safety of the student or other students. This action includes sharing information with the school principal, a parent/guardian, and may include other outside agencies.

No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against the student in any proceedings. [GAD/GAD-RA] *

School Problems

If students have a problem related to discipline, security, personal safety or welfare, or vandalism, the student should:

1. Tell the nearest teacher or adult staff member. Tell him/her exactly what happened to the student or what the student observed happening to someone else. The staff member may refer the student to administration for further support.

2. Talk to someone who will listen and understand—perhaps a teacher, adult staff member, or an adult mentor.

3. Ask to talk to a school counselor, school psychologist, or school social worker who can help students learn ways to deal with problems so that they may feel safer and more comfortable when faced with similar problems in the future.

4. In addition to alerting school personnel, a student should tell a parent/guardian about the problem. They will want to know.

5. A student may also call the Student Safety Hotline at 1-877-676-9854.

It is important for students to know that when a report is made to the school about an incident of this nature, every effort will be made to keep the information and identity confidential.

Personal Problems

For help with personal problems which may affect a student’s school life or activities:

1. If possible, discuss the problem with a parent/guardian.

2. If a student and the student’s parent/guardian cannot solve the problem, there are several people in the school who are able to offer additional help. The student may speak to a teacher with whom the student feels comfortable.

3. School counselors, school psychologists, and school social workers at the school are trained to offer help with personal problems.

4. The assistant principal and the principal can discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.

*[Board Policy/Administrative Regulation]
Getting Help with a Problem, continued

Academic Problems
For help with an academic problem, the student should:
1. See the teacher who teaches the subject. Students may seek out the teachers on a personal basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions, mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and the student’s parent/guardian.
2. If the teacher is unable to help the student resolve the problem to the student’s satisfaction, the student should go next to the department chairperson or lead teacher.
3. The school counselor can offer additional help.
4. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with the student’s parent/guardian and with the principal or assistant principal. A parent/guardian may wish to join the student in discussions with the principal.
5. Solving an academic problem requires the student’s help, along with the help from teachers and sometimes a parent/guardian, school counselor, and other school professionals.
6. Your school may have other online resources to assist you. Check with your school to see if it is available.

Extracurricular Activities
For help with problems involving extracurricular activities, the student should:
1. See the advisor/coach assigned to the activity at a time when the advisor/coach is available. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics or cheerleading, see the athletic director of your school if your matter has not been resolved after speaking to the coach.
3. If the student does not know who is assigned as advisor to the activity, the student should see an administrator.
4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parent/guardian and with the principal. A parent/guardian may wish to join the student in discussions with the principal.

Group Problems
For help with a group problem related to discipline, security, personal safety, or welfare: Groups of all sizes and ages experience conflict among themselves, with another group, or with school staff or policies. One or more students should reach out to a teacher, school counselor, school psychologist, school social worker, administrator, or other trusted adult in the building, to request help resolving their group conflict or problem.

Responsive Circles (Circles used to problem-solve)
Responsive Circles can be an excellent way to resolve group problems, either with one Circle or several small Circles. For schools that have a Restorative Practices Team, students or staff can request the team use the Responsive Circle protocol with all involved to determine whether a Responsive Circle should be used. If a Responsive Circle is recommended, anyone who is invited to participate may choose to opt out.

Peer Mediation
Peer mediation is a student-based, voluntary process for resolving conflict among students, grades pre-kindergarten through 12. School counselors train and supervise peer mediators. Peer mediators support safe teaching and learning environments by increasing student responsibility for behavior and decreasing time spent on discipline. Currently, many elementary, middle, and high schools offer peer mediation.

Resources
You may seek assistance through the following staff members or programs, which may be available at schools:
- Conflict Resolution/School Restorative Practices Teams
- Teachers
- Tutors/Mentors
- School counselors
- School psychologists
- School Social Workers
- School Nurses
- Pupil Personnel Workers
- School Administrators
- School Resource Officers
- Community Conferencing (The Partnerships)
- AACPS website (www.aacps.org)
- www.aacps.org/antibullying
- Student Safety Hotline
- AA County Crisis Response System (Warmline)
- Maryland Youth Crisis Hotline
- National Suicide Prevention Hotline – 800-273-8255
- Crisis Text Line- text HOME to 741741
Abeyance
A delay of the adjudicatory process for an extended suspension/expulsion that exceeds the 10th day (COMAR 13A.08.01.11) due to a delay by the parent/guardian or the complexity of the school’s investigation.

Absence, lawful
Lawful reasons for an absence include illness, death in the family, court order, other emergency, or an activity approved by the principal.

A student on religious absence will not be subjected to attendance review and/or denial of credit provided the total number of non-religious absences is not excessive.

Absence, unlawful
An absence for a day or any portion of a day for any reason, other than those cited or coded as lawful. May result in recommendation for retention.

Academic Dishonesty
Any form of misconduct that occurs in relation to all academic exercises, assignments, including cheating, plagiarism, fraud, fabrication, and falsification. May result in failure of the course or not receiving credit.

Alcohol and Other Drugs
Alcoholic substances; inhalants or other intoxicants; and controlled dangerous substances, including but not limited to; prescription drugs, over-the-counter medications, vapes, edibles, and substances represented as controlled substances, vaporizers, and drug paraphernalia.

Possession
The student has on the student’s person, or within the student’s personal property, or has under the student’s actual or constructive control, any of the substances listed in this offense.

Consumption/Use
The student has consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense.

Distribution/Sale
A student has disseminated or transferred any of the substances listed in this offense with or without compensation.

Possession with Intent to Distribute
The student has in the student’s possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to other person/people with or without compensation.

Alternative Programs
Mary E. Moss Academy @ J. Albert Adams Academy (grades 6-9)
Evening High School Programs (16 years old and older)
The Phoenix Academy (grades 10-12)
Virtual Academy (grades 3-12)

Alternative School-based Programs
Schools may have access to use programs, such as, but not limited to, Saturday School, Decision-Making Rooms, or Learning Labs.

Alternatives to Drugs and Alcohol Program (ADP)
The Alternatives to Drugs and Alcohol Program (ADP) is an educational consequence for violation of Board policy and/or regulation. Students who have been suspended for alcohol or other drug offenses are required to participate in this program with their parents or guardians.

Ammunition
A projectile that can be fired from a firearm or other gun or otherwise propelled such as a bullet, arrow, pellet, etc.

Any other object which by virtue of its shape or design gives the appearance of any of the aforementioned.

Anti-Tobacco Use Program (ATUP)
The Anti-Tobacco Use Program (ATUP) is a consequence for violation of Board policy and/or regulation prohibiting the sale, use, possession of tobacco in any form by students at all times on school property and school-sponsored activities. Students and parents are required to participate.

Arson/Fire
Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.

Attacks
Unprovoked aggressive actions toward another person that meets one of the sub-definitions below:

Category I
A physical attack causing serious physical injury.

Category II
A physical attack causing minor physical injury

Category III
A physical attack without injury but may include other aggressive physical action against another. (hate crimes) Category IV (Threats)

Intentionally frightening another person with the threat of immediate offensive physical contact or physical harm. Intentionally frightening another person with the threat of immediate sexually offensive contact or sexual harm.

Attendance-related Offenses
Absence, class cutting, leaving without permission from class/school, tardiness, and truancy.

Behavioral Contract
Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.

Bias Behavior and Language
Intentional conduct, including verbal, physical, graphic or written conduct, or an intentional electronic communication directed towards a person or group of persons that:

a. 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;

b. Is based on an actual or perceived characteristic of a person or a group of persons, including race, color, religion, gender, gender identity, sexual orientation, age, national origin, ethnicity, marital status, disability, or homelessness; and

c. Occurs on school property, at a school activity or event, or on a school bus; or substantially disrupts the orderly operation of a school regardless of where the incident occurs.

Types of bias include:

• Age Bias

• Disability Bias

• Ethnicity/National Origin Bias

• Gender Bias

• Gender Identity Bias

• Homelessness Bias

• Marital Status Bias

• Racial/Color Bias

• Religious Bias

• Sexual Orientation Bias

Bias Behavior Program
A program designed to help students and their parents acquire knowledge, skills, and attitudes needed to maintain a safe and tolerant lifestyle. Students and parents are required to participate.

Bomb Threat
The making of threats or providing false information concerning the presence of explosive material or devices on school property without cause in writing, in person, or by phone.

Bullying
A pattern or behavior where a person repeatedly uses power in an intentional manner, including verbal, physical, or written conduct or electronic communication which adversely affect a student’s ability to participate in or benefit from the school’s educational programs or activities. (See also Cyberbullying)
Bullying, Harassment and Intimidation
Intentional conduct, including verbal, physical, graphic 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:
    - Based on an actual or perceived characteristic of a person or group of persons, including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, homelessness, familial status, or disability.
    - Sexual in nature, including descriptions or depictions of a student with the student’s intimate parts exposed or while engaged in an act of sexual contact; 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 regardless of where the incident occurs.

Bystanders
Individuals who observe bullying, cyberbullying, harassment and intimidation, teasing, and bias behavior and who may, by their inaction, encourage, support, or promote its occurrence.

Cell Phone Misuse
Use of cellular phone, camera phone, video phone, or other communication device during the school day that does not align with the rules established by the respective school for such devices or utilized for hate crimes or threats. (See also Electronic Devices Misuse)

Community Conferencing
A Community Conference is a meeting of the community of people affected by behavior that has caused harm. The conference provides a forum in which the people involved or affected can seek ways to repair damage caused by an incident and to minimize further harm. Upon administrator referral, a Community Conference is conducted through a collaboration with Anne Arundel County Partnership for Children, Youth & Families (The Partnership).

Community Service
An unpaid service for the benefit of the public that is performed as part (or all) of a consequence for committing an infraction.

Computer misuse
Any unauthorized or inappropriate use of technology-related resources.

Category I
- Intentionally loading/distributing a virus, malware, malicious program
- Installing/running/using/distributing a keystroke logger program (used to capture logon credentials/passwords/PINS, etc.)
- Possession of a keystroke logger including on portable media
- Using or attempting to use credentials other than your own
- Altering or attempting to alter grades/any school record. Includes attendance, test scores
- Theft of hardware or components/parts
- Changing configuration(s) on network equipment. Includes servers, switches, and routers

Category II
- Intentional physical damage to technology devices
- Intentional damage to network, including data jacks, cabling, racks
- Changing configuration(s) on technology devices, workstations, printers
- Running/distributing network scanners in an attempt to discover network resources (i.e., port scans, IP address scans)

Category III
- Installing unauthorized programs on AACPS hardware. Storing unauthorized programs on AACPS equipment (home directory). (Defined as non-malicious software not approved for use in AACPS)
- Using/distributing a proxy application (circumvents web filtering and security)
- Using/distributing a proxy site (circumvents web filtering and security)
- Using the network to access or store inappropriate content (music, photos, videos, etc.)

Category IV
- Running/distributing unauthorized programs including from portable media, i.e., games (defined as non-malicious software not approved for use in AACPS). Includes distribution of unauthorized programs.
- Playing unsanctioned online games without authorization from teacher/administrator
- Streaming non-instructional media (i.e., music, video, materials of hate, online content)
- Non-instructional electronic activity during class (i.e., chat rooms, threats, hate crimes, messaging, etc.)

Conditional Reinstatement Contract
A contract developed by school administrators or Central Office staff outlining student academic and behavioral expectations.

Conference
A communication that takes place either face-to-face or by telephone.

Conflict Resolution
The methods and processes involved in facilitating the peaceful ending of conflict and retribution. An attempt to resolve individual/group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group by engaging in collective negotiation. A wide range of methods and procedures for addressing conflict exist, including but not limited to negotiation, mediation, diplomacy, and creative peacebuilding.

Consequence
A result that follows from an action or condition.

Criminal Behavior
Any behavior that is considered an infraction against the law.

Cutting Class
Unlawful absence from a class or school activity. (See Absences, unlawful)

Cyberbullying
A form of bullying, intimidation, and harassment in the form of electronic communication used to harm or harass others in a deliberate, repeated, and hostile manner. (See also Bullying)

Dangerous Implements
Any implement or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another. This includes, but is not limited to, laser pointers, pencils, and scissors.

Demonstration and Mass Protest
Willful disturbance of school activities through a march or rally that prevents the orderly conduct of school classes or activities.

Destruction of Property/Vandalism
Damage, destruction, or defacement of property belonging to the school or others.

Detention
Requiring a student to report to a designated classroom before school, during a free period, after school, or on the weekend for a set period.

Disrespect Toward Others
Inappropriate comments or physical gestures to others.

Disruption to Classroom or School—Chronic and Extreme
A disruption of the educational process and behavior (including possession of toys at the elementary level) that interferes with instruction, learning, and a safe and orderly environment, which includes, but is not limited to, acts of bias motivated language, acts of bias motivated behavior, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises, selling items on campus, walking halls, refusal to obey reasonable requests, refusal to go to class, and senior pranks.
Disruptive Clothing or Appearance
Articles of personal appearance that may create a significant risk of a material and substantial disruption to the educational process or the operation of the school. This includes, but is not limited to, clothing, hats, jewelry, Halloween face masks (full and half), heeles, or other articles of personal appearance which depict profanity, vulgarity, obscenity, violence, symbols of hate, or promote use or abuse of tobacco, alcohol, or other drugs. Gang colors or gang-related signs on personal or school material.

Additionally, except in individual cases as approved by the principal of a school, the following specific items are not permitted: bare feet, tank tops, hats, hoods, chains, spikes, halter tops, tube tops, or other head wear except as required for health, safety, or religious purposes, and clothing worn in such a manner so as to reveal underwear or bare skin between the upper chest and mid-thigh.

Due Process
A student facing suspension must be given oral or written notice of the allegations and the opportunity to be heard.

E-learning
Computer-based learning that encompasses skills practice, research, and communication.

Electronic Communication
A communication transmitted by means of an electronic device, including, but not limited to, a telephone, cellular phone, mobile device, computer, or pager.

Electronic Device Misuse
Use of communication devices, such as cell phones, and other electronic devices during the school day that does not align with AACPS policies and regulations and the rules established by the respective school for such devices. Other devices include but are not limited to the use of an iPad, iPod, tablets, digital camera, digital highlighter, gaming devices, CD player, hand-held game, mobile device, drones, or use of camera cell phones or PDA camera to promote hate crimes, threats, invade privacy (in locker rooms, restrooms, etc.) or violate this code of conduct. (See also Cell Phone Misuse)

Expulsion
Expulsion means the removal of a student from Anne Arundel County Public Schools for a minimum 45 days in compliance with Federal and State regulations with a requirement of review of the case with the Readmission Review Board prior to reinstatement.

Extended Suspension
The removal of a student for a specified violation of the Code of Student Conduct, from a comprehensive school, for a period of 11-45 days.

Extortion/Strong Arm/Blackmail
The process of obtaining property from another with or without that person’s consent, by wrongful use of force, fears, or threats, including burglary and robbery.

Face Coverings
Something that covers or conceals the nose and mouth or nose and eyes.

Face Masks
A protective mask covering the nose and mouth or nose and eyes.

False Fire Alarm
Pulling a fire alarm or reporting a fire or other dangerous situation without valid cause.

False Information/Accusations
Willfully or maliciously giving false information, record, or accusation against school personnel or other students.

Fighting
An incident involving two or more students with physical contact, such as hitting, kicking, punching, wrestling, pushing, and shoving.

Fireworks/Explosives
Combustible or explosive substances or combination of substances or articles, including firecrackers, smoke bombs, and flares.

Forgery/Counterfeit Currency
Purposely signing another person’s name or making and/or distributing realistic copies of something, especially money, to defraud or deceive.

Gambling
Wagering money or property.

Gang-Related Activity
A group or association of three or more individuals who individually or collectively:

• engage in a pattern of criminal activity;
• have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults; and
• have in common an overt or covert activity, person, or organization that would be underlying crimes if committed by adults.

Pattern of criminal gang activity (gang activity)
The commission of, attempted commission of, conspiracy to commit, or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.

Solicit
Urging, advising, inducing, encouraging, requesting, or commanding another.

Underlying crime
A crime as defined under the Criminal Law Article, Annotated Code of Maryland.

Anti-social behavior
Any conduct that may cause property damage or physical or psychological harm to others, including but not limited to, injury, harassment, theft, vandalism, and alcohol or illegal drug use, distribution or intent to distribute controlled dangerous substances.

Gang-like activities
Any demonstration of gang behaviors, inciting anti-social behaviors, or behaviors like those of gangs.

Gang membership
May include but is not limited to a group or organization comprised wholly or in part of students who seek to perpetuate a gang by taking in additional members from students enrolled in school, with the intent of participating in anti-social, criminal activity or violation of AACPS policies and regulations.

Harassment
(see Bias Behavior and Language)
Perceived or actual experiences of discomfort which adversely affects a student’s ability to participate in or benefit from the school’s educational programs or activities. Harassment includes actual or perceived negative actions that offend, ridicule, or demean another individual with regard to race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability.

Hazing
An act that subjects a student to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or in a situation in which a student is coerced into committing an act.

Improper Physical Contact
Inappropriate actions against another—unintended to do physical harm, i.e. horseplay, roughhousing, inappropriate touching.

Inappropriate Touching (PreK-2)
Unsuitable and unwanted touching of any kind.

In School Intervention
The student is removed from their current educational setting and:

• is given the opportunity to continue to progress in the curriculum;
• receives special education and related services specified on their IEP;
• receives instruction commensurate to that given in the regular classroom;
• participates with peers to the extent appropriate.

Inappropriate Language
Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening.
Glossary, continued

Inciting/Participating in School Disturbance
Causing a disruption to the atmosphere of order and discipline in the school or otherwise preventing orderly conduct.

Infraction
An offense or behavior that breaks a rule; could be criminal behavior.

Injury
Loss or pain caused by an assault which is documented or confirmed by school staff.

Insubordination (Uncooperative behavior)
Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, which includes, but is not limited to, walking away when an adult is talking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow search. This also includes noncompliance, which includes failure to attend or successfully complete one of the Anne Arundel County Public Schools Church Leisur programs, i.e., RAP ADP ATUP and Bias Motivated Behavior.

Intimidation
An intentional action that seriously threatens and induces a sense of fear or inferiority which adversely impacts a student’s ability to participate in or benefit from the school’s educational programs or activities.

Leaving Area without Permission and/or Leaving Class or School Grounds without Permission
Leaving the classroom or other assigned area without permission from the adult in charge and/or leaving the classroom or school grounds during regular school hours without permission and without a parent/guardian or someone listed on the emergency card.

Mentoring Program
Pairing students with mentors (e.g., counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.

Misuse of Social Media
Whether on or off school grounds, the use of social media in a manner that demeans, condemns or berates others, including students and staff, hate crimes, threats, incites violence of any kind, embarrasses, defames, harasses or bullies others, or the wrongful impersonation of another, including students and staff.

Nexus
Occurs when a student (or group of students) commits an act which is a violation of the code of student conduct off school grounds (for example, neighborhood and community, incidents which violates law) and the act has continued impact on students or staff on school grounds (or on school sponsored trips or on school buses) in terms of disrupting or preventing the normal flow of the educational process.

Examples include, but are not limited to, continuing an act of bullying or cyber bullying (inappropriate social media posts), continuing a physical fight or verbal altercation, continuing an act or sale or distribution of drugs or drug paraphernalia.

Patriotic Exercises
Patriotic exercises include the daily recitation of the Pledge of Allegiance or any other exercise the Board of Education determines is demonstrative of a love of democracy and freedom shown by devotion to the American flag and the United States of America as outlined by the Maryland Code.

Peer Mediation
A form of conflict resolution in which students serve as mediators and help their peers deal with and develop solutions to conflicts.

Plagiarism
Deliberately presenting the ideas, works, or statements of another as one’s own, without acknowledgement of the source. Academic dishonesty.

Putting Substances in Another Person’s Food or Drink or on a Person’s Body/Environment
Putting any substances in another person’s food or drink, which poisons or contaminates that food or drink, or on a person’s body, which causes injury or harm to the person (e.g., pepper spray, prescription medicine, over-the-counter medicine).

Readmission Review Board
Team of Anne Arundel County Public Schools personnel who meet with students and parents to review applications for readmission from expulsion.

Reasonable Suspicion
A legal standard lower than probable cause used in law which is based on all the facts and circumstances taken together suggesting that a criminal act may have been committed. Reasonable suspicion is less than actual proof but if followed up may lead to probable cause where evidence of a crime is found or likely to be found.

Reckless Vehicle Use
Irresponsible use of an automobile or motor-cycle on school property. (See also Unsafe Actions)

Relational Bullying
A socially manipulative, non-physical behavior intended to hurt others and interfere with the educational environment. It includes ignoring, isolating, excluding, and shunning.

Responsible Actions Program (RAP)
The Responsible Actions Program (RAP) is an educational consequence for violation of Board regulation including regulations regarding weapons. Students and their parents are required to participate.

Reportable Arrests to Police
Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. A standard or criteria to determine whether an offense is reportable to the police or not is whether the behavior is considered illegal or whether it causes injury to persons.

Reportable Offense
An offense in accordance with the Maryland Criminal Law Article, including crimes involving violence, weapons, controlled dangerous substances, crimes against others, crimes against property, crimes against public administration, and theft and related crimes.

Restitution
Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service.

Restorative Practices
An opportunity for a student to take responsibility for behavior and learning by focusing on developing positive relationships between all members of the school community.

School Uniform Policy
A mandatory school-site uniform policy is one in which the school prescribes a standard uniform and requires all students to participate unless the parent seeks an exemption from the policy.

Sexual Activity
Inappropriate behavior of a sexual nature, including, but not limited to, indecent exposure, consensual sex, or possession of sexually explicit material.

Sexual Assault
Any type of sexual contact or behavior that occurs without the explicit consent of the recipient (sexually aggressive/unwanted touching).

Sexual Harassment and Misconduct
Sexual harassment and misconduct includes any unwelcome sexual advances, requests for sexual favors, other physical or verbal conduct, or any conduct of a sexual nature which substantially interferes with a student’s educational benefits, opportunities, or performance.

Stealing
Taking or attempting to take property of another person or institution without permission or knowledge of the owner.

Student Safety Hotline
1-877-676-9854
This hotline is anonymous and toll-free. There is no need to give one’s name. However, it gives everyone the ability to report a circumstance that threatens the safety, security, and well-being of students and/or staff.
Suspension
Removal from school for specified period due to misbehavior.

**Short Term Suspension: 1 - 3 days**
**Long-term Suspension: 4 - 10 days**
**Extended Suspension: 11 - 45 days**
**Expulsion: 45 days and/or up to the balance of the school year**

Suspension, In-School
Removal within the school building from the student’s current education program for up to 10 school days in a school year due to misbehavior.

Symbols of hate
Symbols written on clothing, jewelry, physical or personal property depicting certain images which intimidate others and perpetuate hate toward groups of people whether based on race, religion, ethnicity, sexual orientation, or gender identity.

Tardiness
Arriving late to school or to class.

Teen Court
A merger of courthouse and classroom; hearings are for misdemeanor crimes, such as but not limited to, minor assault, disorderly behavior, minor theft, alcohol and tobacco offenses, and trespassing.

Temporary Removal from Class
Removing a student within the school building from her or his regular education program for up to, but not more than one class period.

Theft
Taking or obtaining the property of another person or institution without permission or knowledge of the owner.

Threat Determination
A process that addresses a transient, imminent, substantive, or very substantive threat. A threat Determination is not disciplinary.

The definitions below are in accordance with new MSDE guidelines:

**Imminent**
A threat which a person or situation appears to pose a clear and immediate threat of serious violence toward others that requires swift containment or action to protect identified or identifiable target(s); and may also exhibit other concerning behavior that requires intervention.

**Transient/Low Risk**
A threat that does not express a lasting intent to harm someone, in which it is determined that the individual or situation does not appear to pose a threat of serious harm to self or others. A threat is transient/low risk only if it can be quickly and easily resolved. It may be handled by the ordinary school disciplinary process at the discretion of the school administration.

**Very Serious Substantive/High Risk**
A threat that involves using a weapon or a threat to kill, rape, or inflict severe injury upon someone. The individual or situation appears to pose a threat of serious harm, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention. A very serious substantive/high risk threat may also involve a parallel school disciplinary process.

**Serious Substantive/Moderate Risk**
A threat that expresses a continuing intent to harm someone or exhibits other concerning behavior that requires intervention. A serious substantive/moderate risk threat may also involve a parallel school disciplinary process.

**Threats of Mass Violence**
A threat that places reasonable fear that a crime will be committed, causes an evacuation from a dwelling, storehouse, or public place, causes movement within the dwelling, storehouse, or public place, requires individuals to remain within the designated place for an undesignated period (hate crimes and threats).

**Title IX**
Federal civil rights law passed as part of the Education Amendments of 1972. The law protects people from discrimination based on sex in education, programs, or activities that receive federal funding.

**Tobacco** (possession, use, sale, or distribution)
Possession, use, sa e, or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, smokeless tobacco, or electronic cigarettes, smoking sticks, vape pens, and/or vape liquid and JUUL and other devices (USB charger, JUUL pods)—whether they contain tobacco products.

**Trespassing**
Being on school property without permission, including while suspended or expelled; includes breaking and entering.

**Truancy**
Unlawful absence from school for more than 8 days in a quarter, 15 days in a semester, or 20 days in a school year.

**Unsafe Action**
Any action that has the potential to cause danger or physical harm to self or others, to include Reckless Vehicle Use pranks, horseplay, tripping jump challenge, TikTok challenge, joking, poking a person, acts of bias motivated behavior that incite or cause a school or class disruption, acts of bias motivated language that incites or causes a school or class disruption, unauthorized opening entrances and exits, hate crimes, inappropriate touching, improper physical contact, and moving another person’s belongings without authorization, senior pranks, sharing medicine, energy drinks, alcohol/controlled dangerous substance, and weapons.

**Verbal Altercation**
Quarrel, wrangle, squabble, or noisy dispute marked by anger that implies a heated verbal intention stressing strained or severed relations which may persist beyond the contention.

**Weapon** (including look-a-like guns; also see Ammunition)
A weapon is, by way of illustration and without limitation, one of the following:

**Firearms**
A firearm as defined in 18 U.S.C. 921 of the federal code. Examples include handguns, rifles, shotguns, and bombs. Refer to the federal code for the complete definition.

**Other Weapons**
Any gun of any kind loaded or unloaded, operable or inoperable, including any object other than a firearm which is a look-a-like of a gun. Other weapons may include, but are not limited to, pellet gun, paintball gun, stun gun, taser, BB gun, flare gun, nail gun, air soft gun.

Any implement which could cause, or is intended to cause bodily harm, other than a firearm or other gun. This shall include, but is not limited to, switchblade knife, hunting knife, star knife, razors (including straight or retractable razor), brass knuckles, box cutters, brick, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, brick, pen, pencil, desk, chair, scissors, or pepper spray product.
Elevating All Students ... Eliminating All Gaps

George Arlotto, Ed.D.
Superintendent of Schools