

# Important Information for Fall 2020

The 2020–21 Student and Parent Handbooks include the **normal operating procedures** for Anne Arundel County Public Schools.

Due to the unique circumstances brought about by the pandemic, some of our operating procedures have been adapted, temporarily, to meet the needs our current virtual learning environment.

These changes include areas such as

- Virtual Learning/Recording Lessons
  - Chaperones and Volunteers
  - School Security
  - School Meals
- and others...

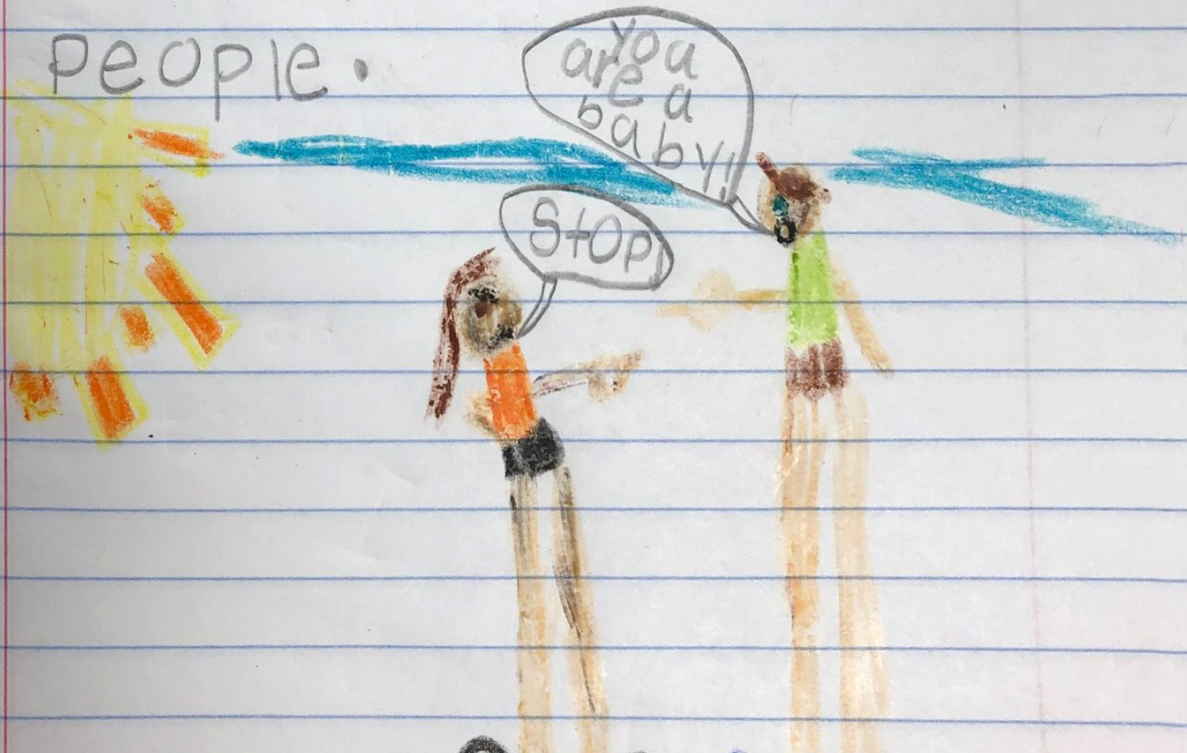
These temporary changes are highlighted, online, at: [www.aacps.org/2020handbookedits](http://www.aacps.org/2020handbookedits) and will be updated as things change over the first few months of the school year.

All information about the opening of our 2020–21 school year can be found at: [www.aacps.org/fall2020](http://www.aacps.org/fall2020)

Anne Arundel County Public Schools

# Student Handbook

Unity is important  
because you need  
to show the bullies  
that you are going  
to stand up for  
your self and other  
people.



## 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:

<i>If you need help with...</i>	Alternative Education Options.....	410-222-5193
	School Counseling Services .....	410-222-5280
	Bias-Behavior & Language Issues.....	410-222-5318
	Student Services.....	410-222-5322
	Psychological Services .....	410-222-5321
	Readmission to School .....	410-222-5389
	School Safety Issues.....	410-222-5083
	Discipline Issues .....	410-222-5288
	Student Discrimination Issues .....	410-222-5354

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....

Anne Arundel County  
Crisis Center

**410-768-5522**

Maryland Youth  
Crisis Hotline

**1-800-422-0009**

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

Student Safety Hotline

**1-833-632-7233**

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)



## Acknowledgement of Review of the Student Handbook

Download a fillable version of this form at [www.aacps.org/handbookacknowledgement](http://www.aacps.org/handbookacknowledgement)

Student's Name
Teacher

Please review the *Student Handbook: Rights & Responsibilities* with your child. His/her 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 homework together to assure 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.

**After you have reviewed the Student Handbook and the Code of Student Conduct with your child, please sign and return the signed form to the school.**

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 students who violate Board policies and regulations on alcoholic beverages and other controlled dangerous substances, sexual assault, sexual harassment, bias behavior and language, and unsafe acts (page 22) shall be prohibited from participation in all senior activities, including prom, graduation, and others.**

Parent's/Guardian's Signature	Date
Student's Signature	Date

*The Student Handbook can be opened directly at [www.aacps.org/studenthandbook](http://www.aacps.org/studenthandbook).*



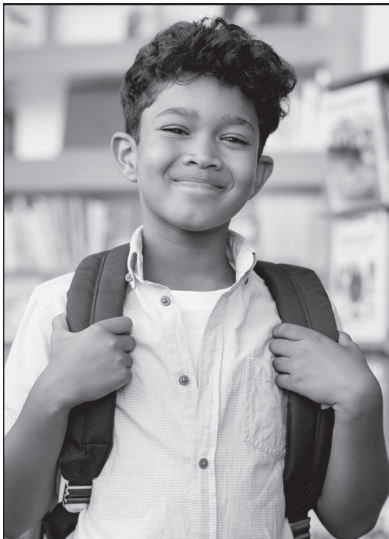


ANNE ARUNDEL  

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COUNTY PUBLIC SCHOOLS



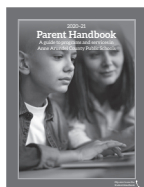


## At Anne Arundel County Public Schools...

- 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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### Check the Parent Handbook for:

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## The Board of Education of Anne Arundel County

*Policies of the public schools are established by a nine-member board.*

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

Michelle L. Corkadel  
*President*  
Melissa Ellis  
*Vice President*  
Candace C.W. Antwine  
Terry Gilleland

Eric Grannon  
Julie Hummer  
Robert C. Leib  
Dana Schallheim  
Drake Smith  
*Student Member*

As a result of recent Maryland law, the composition of the Board is moving towards seven nonpartisan elected members (one from each of the seven council districts) and one student member. The remaining three elected Board members will take office on December 7, 2020.

*Related Board of Education Policies are identified here and can be accessed through your local library, school, or via [www.aacps.org](http://www.aacps.org). Infractions that do not relate to a specific policy fall under Policy JCC- Student Conduct.*

*All Board policies are currently in a review process and transition to a new coding system. In this handbook, policies are referred to by their alpha code and/or their existing number codes. Please be advised that this is not an exhaustive list. The Board of Education may revise or create policies over the course of the school year. Policies and regulations referred to in this handbook are available in the Board of Education of Anne Arundel County Policies and Regulations Manual located in each public-school office or on our website at [www.aacps.org](http://www.aacps.org).*

*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.*

*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](http://www.aacps.org)

### Board of Education Policies & Administrative Regulations

#### **IFI/IFI-RA.....Teaching about Religion**

#### **IKA/IKA-RA.....Opening Patriotic Exercises**

#### **IN/IN-RA.....Academic Integrity**

#### **JAC/JAC-RA.....Homeless Students**

#### **JB/JB-RA.....Compulsory Attendance**

#### **JC.....Student Rights and Responsibilities**

#### **JCC.....Student Conduct**

Bullying, Cyberbullying, Harassment, and Intimidation (JCCA/JCCA-RA)

Gang/Gang-Related Activities (JCCB)

Student Use of Social Media (JCCC/JCCC-RA)

Technology Resource Use by Students (JCC-RAA)

Use of Tobacco by Students (JCC-RAB)

Alcoholic Beverages, Controlled Dangerous Substances  
or Other Intoxicants (JCC-RAC)

Possession and/or Use of Dangerous or Deadly Weapons  
by Students (JCC-RAD)

Attacks by Students (JCC-RAF)

Student Transportation (JCC-RAG)

Corporal Punishment (JCC-RAH)

Interrogation & Arrest (JCC-RAI)

Search and Seizure (JCC-RAJ)

Students Charged with Community Offenses (JCC-RAK)

Use of Personal Electronic Communication Devices  
by Students (JCO/JCO-RA)

#### **JCH/JCH-RA.....Student Complaints related to policy, regulation, or law**

#### **JCL/JCL-RA.....Student Organizations**

#### **JD/JD-RA.....Student Suspension & Expulsion**

#### **JH/JH-RA.....Student Records**

#### **JCD/JCD-RA.....Student Attire & Personal Appearance**

#### **JCG/JCG-RA.....Care of School Property by Students**

#### **JO-RA.....Bias Behavior and Language**

#### **JP.....Sexual Harassment and Misconduct**

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.

***The goal of Anne Arundel County Public Schools is to ensure that every student meets or exceeds standards as opportunity gaps are eliminated.***





## 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 2018–19, and 2019–20 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

5

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** \_\_\_\_\_ **6**

**Tiers of Interventions** \_\_\_\_\_ **8**

**Interventions & Consequences** \_\_\_\_\_ **10–13**

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*Grades 5–12 • 12*

**Consequences** \_\_\_\_\_ **14–17**

*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. Respect and be courteous to fellow students, parents/guardians, 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.
- Refrain 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.***

# 8 **Multi-Tiered System of Supports**

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. 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. School staff recognize that 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 I  
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 I supports.
- Tier III  
Individualized for students in need of intensive behavioral or academic support.

This is a continuum of supports 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 Intervention Support**

### **Tier 1**

**All students receive Tier 1 supports, which include:**

- Core Curriculum
- 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)
- Home-School Communication
- Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)

### **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
- 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
- Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)

**1 All Students**

**2 Some**

**3 Few**



## 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 Support Services Staff (school counselor, school psychologist, PPW, school social worker)
- Mentoring
- Check and Connect
- Responsive Circles—teacher-to-student/student-to-student (RP)
- Alternative One Teacher Support
- Collaboration, linkages, to community resources
- Individual Education Plans (IEP)
- Functional Behavioral Assessments (FBA)
- Behavioral Intervention Plans (BIP)
- Alternative Education Setting
- Other evidence or research-based strategies
- Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)

*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.*

### Interventions

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 interventions available to help change student behaviors. Interventions include a continuum of proven evidence-based activities, supports and programs to support students' social, emotional, and behavioral health. Interventions are aimed at reducing continuing and/or escalating inappropriate 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 always has the option to use an intervention from a lower level as long as a consequence from one of the prescribed levels is also employed. Moreover, if 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 can be found on the following pages. Imminent threat of harm to students and staff, and repeated chronic or cumulative offenses may require higher levels of interventions/consequences. For serious violations, interventions/consequences may begin at a higher level.

# Supports, Interventions & Consequences

<b>Supports &amp; Interventions: Grades PreK–2</b> (Not exhaustive of all possibilities for supporting students' behavioral needs.)		
<b>Tier 1—Universal (All)</b>	<b>Tier 2—Targeted (Some)</b>	<b>Tier 3—Intensive (Few)</b>
<b>Core Curriculum</b>	<b>Targeted intervention programs as appropriate to ensure instructional match</b>	<b>Intensive intervention programs as appropriate to ensure instructional match</b>
<b>Differentiated Culturally Responsive Practices</b> <ul style="list-style-type: none"> <li>• Mindfulness Practices</li> <li>• Opportunities for movement</li> <li>• Flexible seating</li> <li>• Cool/calm-down spaces and/or breaks</li> <li>• Break tasks into manageable chunks</li> <li>• Longer transition time</li> <li>• Offering choice</li> <li>• Trauma-informed practices</li> </ul>	<b>Increased Adult Support</b> <ul style="list-style-type: none"> <li>• Mentoring (group)</li> <li>• Check-in/Check-out (CICO)</li> <li>• Specialized break passes</li> <li>• Guided mindfulness strategies</li> <li>• Referral to Student Services staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)</li> <li>• Alternative One Teacher Support</li> </ul>	<b>Intensive Adult Support</b> <ul style="list-style-type: none"> <li>• Individualized mentoring Referral to Student Services staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)</li> <li>• Extended School Based Mental Health</li> <li>• Collaboration among community resources, agencies, and parent groups</li> <li>• Specialized break passes</li> </ul>
<b>Clearly Stated Behavioral Expectations</b> <ul style="list-style-type: none"> <li>• Previewing rules and expectations in varying school settings</li> <li>• Modeling &amp; Practice</li> <li>• Pre-correction of behaviors</li> <li>• Increased adult supervision</li> <li>• Proximity control</li> <li>• Redirection</li> </ul>	<b>Clearly Stated Behavioral Expectations</b> <ul style="list-style-type: none"> <li>• Reminders of rules/expectations</li> <li>• Increased visual examples of expected behaviors</li> <li>• Increased opportunities for modeling and practice of expectations</li> <li>• Behavior contract</li> </ul>	<b>Clearly Stated Behavioral Expectations</b> <ul style="list-style-type: none"> <li>• Frequent reminders of rules/expectations</li> <li>• Visual and auditory examples of expected behaviors</li> <li>• Individualized opportunities for practice with increased frequency</li> <li>• Focus on mastery of 1-2 behaviors at a time</li> </ul>
<b>Acknowledgement of Positive Behaviors &amp; Response to Unexpected Behaviors</b> <ul style="list-style-type: none"> <li>• Behavior specific praise</li> <li>• Increased Reinforcement</li> <li>• Incentive/Reward systems</li> <li>• Teaching of replacement behaviors</li> <li>• Redirection</li> <li>• Warning</li> </ul>	<b>Response to Unexpected Behaviors</b> <ul style="list-style-type: none"> <li>• Redirection</li> <li>• Warning</li> <li>• Private discussion</li> <li>• Increased ratio of positive to negative acknowledgements</li> <li>• Targeted incentive system</li> <li>• Verbal de-escalation (CPI)</li> </ul>	<b>Response to Unexpected Behaviors</b> <ul style="list-style-type: none"> <li>• In-school intervention (ISI)</li> <li>• Individualized behavior plan</li> <li>• Threat determination</li> <li>• Crisis Prevention Intervention (CPI) verbal and physical de-escalation strategies (if trained)</li> </ul>
<b>SEFEL Strategies (ECI and PreK only)</b> <ul style="list-style-type: none"> <li>• Creating and fostering positive relationships</li> <li>• Positive and explicit guidance on rules and routines</li> <li>• Ensuring positive, safe, supportive environment               <ul style="list-style-type: none"> <li>– Predictable routines</li> </ul> </li> <li>• Promote active learning and appropriate behavior               <ul style="list-style-type: none"> <li>– Foster language and communication skills</li> </ul> </li> </ul>	<b>SEFEL Strategies (ECI and PreK only)</b> <ul style="list-style-type: none"> <li>• Explicit instruction in emotional regulation</li> <li>• Teaching and modeling use of emotional language</li> <li>• Providing space and grace for safely managing emotions</li> <li>• Use of first/then strategies</li> <li>• Direct instruction on:               <ul style="list-style-type: none"> <li>– Identifying and managing emotions</li> <li>– Self-regulation</li> <li>– Problem-solving</li> <li>– Initiating and maintaining interactions</li> <li>– Strategies for handling anger and disappointment</li> <li>– Friendship skills</li> </ul> </li> </ul>	<b>SEFEL Strategies (ECI and PreK only)</b> <ul style="list-style-type: none"> <li>• Referral to multi-disciplinary problem-solving team (MIT)</li> <li>• Safety Plan</li> <li>• Functional Behavior Assessment (FBA)</li> <li>• Behavior Intervention Plan (BIP)</li> </ul>
<b>Restorative Practices (if trained)</b> <ul style="list-style-type: none"> <li>• Consistent Community-Building Circles</li> </ul>	<b>Restorative Practices (if trained)</b> <ul style="list-style-type: none"> <li>• 5 Questions</li> <li>• Responsive Circles</li> <li>• Topic Circle Series</li> </ul>	<b>Restorative Practices (if trained)</b> <ul style="list-style-type: none"> <li>• Responsive Circles (teacher to student/student to student)</li> <li>• Return to School Circles</li> </ul>

MIT—Multidisciplinary Intervention Team

StIT—Student Intervention Team

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<b>Supports &amp; Interventions: Grades PreK–2</b> (Not exhaustive of all possibilities for supporting students' behavioral needs.)		
<b>Tier 1—Universal (All)</b>	<b>Tier 2—Targeted (Some)</b>	<b>Tier 3—Intensive (Few)</b>
<b>Social-Emotional/ Behavioral Instruction</b> <ul style="list-style-type: none"> <li>• Second Step Curriculum</li> <li>• Student Code of Conduct Lessons</li> <li>• School Counseling Core Curriculum</li> </ul>	<b>Targeted Social-Emotional/Behavioral Skill Instruction and Supports</b> <ul style="list-style-type: none"> <li>• Social skills group</li> <li>• Learning Lab group</li> <li>• Social/emotional counseling (group)</li> <li>• Referral to school-based problem-solving team (StIT)</li> </ul>	<b>Intensive Social-Emotional/Behavioral Skill Instruction and Supports</b> <ul style="list-style-type: none"> <li>• Learning Lab (individual; increased frequency)</li> <li>• Referral to multi-disciplinary problem-solving team (MIT)</li> <li>• Safety Plan</li> <li>• Schedule change</li> <li>• Functional Behavior Assessment (FBA)</li> <li>• Behavior Intervention Plan (BIP)</li> </ul>
<b>Home-School Communication</b> <ul style="list-style-type: none"> <li>• Written note</li> <li>• Phone call</li> <li>• Conference</li> </ul>	<b>Home-School Communication</b> <ul style="list-style-type: none"> <li>• Face to face conference with Parent/Guardian and Teacher</li> <li>• Face to face conference with Parent/Guardian, Teacher, and Administrator</li> </ul>	<b>Home-School Communication</b> <ul style="list-style-type: none"> <li>• Face to face conference with Parent/Guardian, Teacher, and Administrator</li> <li>• Parent/Guardian accompany student to school/classes</li> </ul>

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 this approach, the expectation is to repair harm, restore relationships, and work together to create an honorable pathway back to the classroom and/or school community.

<b>Consequences: Progressive Options to Address Student Behaviors—Grade PreK–2</b>		
<b>Level 1</b> <b>Classroom Level interventions</b> If these interventions are successful, referral to the school administrator may not be necessary. Parent/Guardian Notification Required	<b>Level 2</b> <b>Appropriate when Level 1 intervention has been ineffective</b> In some cases, referral to the school administrator may be necessary. Parent/Guardian Notification Required	<b>Levels 3, 4, and 5</b> <b>Appropriate when subsequent intervention levels have been ineffective</b> AACPS office referral required Parent/Guardian Notification Required
<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Loss of privilege</li> <li>• Confiscation of item</li> <li>• Parent conference</li> <li>• Opportunity to apologize</li> <li>• Warning</li> <li>• Repair of harm</li> <li>• Restitution</li> <li>• Supervised calm/cool-down time inside of classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Class or schedule change</li> <li>• Detention</li> <li>• Loss or suspension of privileges</li> <li>• Office referral</li> <li>• Minor or Pre-Referral</li> <li>• Repair of Harm</li> <li>• Restitution</li> <li>• Supervised calm/cool-down outside of classroom</li> <li>• Temporary removal from class</li> <li>• In-school Intervention (ISI)</li> <li>• Suspension (short-term, 1–3 days, except for attendance-related offenses)</li> <li>• Referral to Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)</li> </ul>	<ul style="list-style-type: none"> <li>• Bus suspension</li> <li>• Detention</li> <li>• In-school Intervention (ISI)</li> <li>• In-school Suspension (ISS)</li> <li>• Suspension (short-term, 1–3 days, except for attendance-related offenses)</li> <li>• Suspension (long-term, 4–5 days, except for attendance-related offenses)</li> <li>• Expulsion (as applicable by law)</li> <li>• Loss or suspension of privileges</li> <li>• Restitution</li> <li>• Temporary removal from class</li> <li>• Referral to Alternative Education Setting</li> <li>• Referral to Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)</li> </ul>

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# 12 ***Supports, Interventions & Consequences***

<b>Supports &amp; Interventions: Grades 3–12</b> (Not exhaustive of all possibilities for supporting students' behavioral needs.)		
<b>Tier 1—Universal (All)</b>	<b>Tier 2—Targeted (Some)</b>	<b>Tier 3—Intensive (Few)</b>
<b>Core Curriculum</b>	<b>Targeted intervention programs as appropriate to ensure instructional match</b>	<b>Intensive intervention programs as appropriate to ensure instructional match</b>
<b>Differentiated Culturally Responsive Practices</b> <ul style="list-style-type: none"> <li>• Mindfulness Practices</li> <li>• Opportunities for movement</li> <li>• Flexible seating</li> <li>• Cool/calm-down spaces and/or breaks</li> <li>• Break tasks into manageable chunks</li> <li>• Longer transition time</li> <li>• Offering choice</li> <li>• Trauma-informed practices</li> </ul>	<b>Increased Adult Support</b> <ul style="list-style-type: none"> <li>• Mentoring (group)</li> <li>• Check-in/Check-out (CICO)</li> <li>• Specialized Break Pass</li> <li>• Guided mindfulness strategies</li> <li>• Referral to Student Services staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)</li> <li>• Alternative One Teacher Support</li> </ul>	<b>Intensive Adult Support</b> <ul style="list-style-type: none"> <li>• Individualized mentoring</li> <li>• Referral to Student Services staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)</li> <li>• Extended School Based Mental Health</li> <li>• Collaboration among community resources, agencies, and parent groups</li> <li>• Referral to community conferencing</li> <li>• Specialized Break Pass</li> </ul>
<b>Clearly Stated Behavioral Expectations</b> <ul style="list-style-type: none"> <li>• Previewing rules and expectations in varying school settings</li> <li>• Modeling &amp; Practice</li> <li>• Pre-correction of behaviors</li> <li>• Increased adult supervision</li> <li>• Proximity control</li> <li>• Redirection</li> </ul>	<b>Clearly Stated Behavioral Expectations</b> <ul style="list-style-type: none"> <li>• Reminders of rules/expectations</li> <li>• Increased visual examples of expected behaviors</li> <li>• Increased opportunities for modeling and practice of expectations</li> <li>• Behavior contract</li> </ul>	<b>Clearly Stated Behavioral Expectations</b> <ul style="list-style-type: none"> <li>• Frequent reminders of rules/expectations</li> <li>• Visual and auditory examples of expected behaviors</li> <li>• Individualized opportunities for practice with increased frequency</li> <li>• Focus on mastery of 1-3 behaviors at a time</li> </ul>
<b>Acknowledgement of Positive Behaviors</b> <ul style="list-style-type: none"> <li>• Increased Reinforcement</li> <li>• Incentive/Reward systems</li> </ul>	<b>Correction of Unexpected Behaviors</b> <ul style="list-style-type: none"> <li>• Redirection</li> <li>• Warning</li> <li>• Private discussion</li> <li>• Increased ratio of positive to negative acknowledgements</li> <li>• Targeted incentive system</li> <li>• Verbal de-escalation (CPI)</li> <li>• Referral to Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)</li> </ul>	<b>Correction of Unexpected Behaviors</b> <ul style="list-style-type: none"> <li>• In-school intervention (ISI)</li> <li>• Individualized behavior plan</li> <li>• Threat determination</li> <li>• Crisis Prevention Intervention (CPI) verbal and physical de-escalation strategies</li> <li>• Referral to Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)</li> </ul>
<b>Restorative Practices (if trained)</b> <ul style="list-style-type: none"> <li>• Consistent Community-Building Circles</li> </ul>	<b>Restorative Practices (if trained)</b> <ul style="list-style-type: none"> <li>• 5 Questions</li> <li>• Responsive Circles (group to group)</li> <li>• Topic Circle Series</li> </ul>	<b>Restorative Practices (if trained)</b> <ul style="list-style-type: none"> <li>• Responsive Circles (teacher to student/ student to student)</li> </ul>
<b>Social-Emotional/ Behavioral Instruction</b> <ul style="list-style-type: none"> <li>• Second Step Curriculum</li> <li>• Student Code of Conduct Lessons</li> <li>• School Counseling Core Curriculum (Elementary)</li> <li>• Advisory Lessons (Secondary)</li> </ul>	<b>Targeted Social-Emotional/Behavioral Skill Instruction and Supports</b> <ul style="list-style-type: none"> <li>• Social skills group</li> <li>• Learning Lab Lessons</li> <li>• Decision Making Room</li> <li>• Social/emotional counseling (group)</li> <li>• Referral to school-based problem-solving team</li> </ul>	<b>Intensive Social-Emotional/Behavioral Skill Instruction and Supports</b> <ul style="list-style-type: none"> <li>• Learning Lab (individual; increased frequency)</li> <li>• Decision Making Room (individual; increased frequency)</li> <li>• Referral to multi-disciplinary problem-solving team</li> <li>• Safety Plan</li> <li>• Schedule change</li> <li>• Functional Behavior Assessment (FBA)</li> <li>• Behavior Intervention Plan (BIP)</li> </ul>

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<b>Supports &amp; Interventions: Grades 3–12</b> (Not exhaustive of all possibilities for supporting students' behavioral needs.)		
<b>Tier 1—Universal (All)</b>	<b>Tier 2—Targeted (Some)</b>	<b>Tier 3—Intensive (Few)</b>
<b>Home-School Communication</b> <ul style="list-style-type: none"> <li>• Written note</li> <li>• Phone call</li> <li>• Conference</li> </ul>	<b>Home-School Communication</b> <ul style="list-style-type: none"> <li>• Face to face conference with Parent/Guardian and Teacher</li> <li>• Face to face conference with Parent/Guardian, Teacher, and Administrator</li> </ul>	<b>Home-School Communication</b> <ul style="list-style-type: none"> <li>• Face to face conference with Parent/Guardian, Teacher, and Administrator</li> <li>• Parent/Guardian accompany student to school/classes</li> </ul>

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 this approach, the expectation is to repair harm, restore relationships, and work together to create an honorable pathway back to the classroom and/or school community.

<b>Consequences—Progressive Options to Address Student Behaviors: Grades 3–12</b>		
<b>Level 1</b> <b>Classroom Level interventions</b> If these interventions are successful, referral to the school administrator may not be necessary. Parent/Guardian Notification Required	<b>Level 2</b> <b>Appropriate when Level 1 intervention has been ineffective</b> In some cases, referral to the school administrator may be necessary. Parent/Guardian Notification Required	<b>Levels 3, 4, and 5</b> <b>Appropriate when subsequent intervention levels have been ineffective</b> AACPS office referral required Parent/Guardian Notification Required
<ul style="list-style-type: none"> <li>• Preferential seating</li> <li>• Loss of privilege</li> <li>• Confiscation of item</li> <li>• Parent conference</li> <li>• Student Conference</li> <li>• Warning</li> <li>• Opportunity to apologize</li> <li>• Repair of harm</li> <li>• Restitution</li> <li>• Supervised calm/cool-down time inside of classroom</li> <li>• Referral to Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)</li> </ul>	<ul style="list-style-type: none"> <li>• Class or schedule change</li> <li>• Detention</li> <li>• Loss or suspension of privileges</li> <li>• Office referral</li> <li>• Repair of Harm</li> <li>• Restitution</li> <li>• Supervised calm/cool-down outside of classroom</li> <li>• Temporary removal from class</li> <li>• In-school Intervention (ISI)</li> <li>• In-school Suspension (ISS)</li> <li>• Bus Suspension</li> <li>• Suspension (short-term, 1–3 days, except for attendance-related offenses)</li> <li>• Suspension (long-term, 4–10 days, except for attendance-related offenses)</li> <li>• Referral to Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)</li> </ul>	<ul style="list-style-type: none"> <li>• Bus suspension</li> <li>• Detention</li> <li>• In-school Intervention (ISI)</li> <li>• In-school Suspension (ISS)</li> <li>• Suspension (short-term, 1–3 days, except for attendance-related offenses)</li> <li>• Suspension (long-term, 4–10 days, except for attendance-related offenses)</li> <li>• Extended Suspension (11–45 days)</li> <li>• Expulsion (45 days or balance of the school year)</li> <li>• Loss or suspension of privileges</li> <li>• Restitution</li> <li>• Temporary removal from class</li> <li>• Referral to Alternative Education Setting</li> <li>• Referral to Charles E. Leisure Programs (RAP, ATUP, ADP, BMBP)</li> </ul>

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# Consequences for Elementary Students

Offense/Violation		Level of Consequence					Major Incident Report	School will contact (in order listed):
		1	2	3	4	5		AACPS Office†
Absence (unlawful)		●	●	●				DSSS   PPW
Academic Dishonesty (Cheating & Plagiarism)		●	●	●				
Alcohol and Other Drugs	Possession (1st Offense: Recommend CL ADP <sup>1</sup> )			●	●	●	✓	CC   OSOS   Police
	Consumption (1st Offense: Recommend CL ADP <sup>1</sup> )			●	●	●	✓	CC   School Nurse   Police   OSOS
	Distribution/Possession					●	✓	CC   Police   OSOS
	Possession w/intent to Distribute					●	✓	CC   Police   OSOS
Ammunition		●	●	●	●			CC   Police (L3+)
Arson/Fire (see <i>Matches/Lighter</i> )						●	✓	911   CC   OSOS
Attack... ...on Students ...on Others ...on Staff	Category I (see Glossary)					●	✓	Police   CC   OSOS
	Category II (see Glossary)				●	●	✓	CC   OSOS
	Category III (see Glossary)			●	●	●	✓	CC   OSOS
	Category IV (Threats—Verbal/Written)	●	●	●	●	●	✓	CC   OSOS
Bias Behavior and Bias Language <i>BMBP<sup>2</sup> Referral to the CL Program</i>		●	●	●	●	●	✓	CC Report to the Office of Safe & Orderly Schools within 24 hours
Bomb Threat					●	●	✓	CC   OSOS
Bullying (First Offense: Recommend CL RAP <sup>3</sup> )				●	●	●	✓	CC   DSSS   OSOS
<i>Cyber-bullying</i>				●	●	●	✓	CC   DSSS   OSOS
Class Cutting		●	●	●				DSSS
Computer Misuse	Category I					●	✓	CC   OSOS
	Category II				●	●	✓	CC   OSOS
	Category III			●	●	●	✓	CC   OSOS
	Category IV		●	●	●		✓	OSOS
Destruction of Property/Vandalism		●	●	●	●	●	✓	CC   Police (L3+)
Disrespect Toward Others		●	●	●	●	●		
Disruption to Classroom/School—Chronic & Extreme (see <i>Inciting or Participating in a School Disturbance</i> )		●	●	●	●	●	✓	CC   OSOS
Disruptive Clothing or Appearance		●	●	●				
Extortion/Strong Arming/Blackmail		●	●	●	●	●	✓	CC   Police   OSOS
False Fire Alarm		●	●	●	●	●	✓	CC   Police (L3+)   OSOS
False Information/Accusations		●	●	●	●	●	✓	OSOS
Fighting: Physical	First Offense	●	●	●	●	●	✓	CC   OSOS
	Second Offense		●	●	●	●	✓	CC   OSOS
	Third Offense			●	●	●	✓	CC   OSOS
Fireworks/explosives		●	●	●	●	●	✓	CC   Police (L3+)   OSOS
Forgery/Counterfeit Currency			●	●	●	●	✓	CC   Police
Gambling		●	●	●	●			CC
Gang-Related Activity				●	●	●	✓	CC   Police   OSOS
Harassment/Intimidation				●	●	●	✓	CC   DSSS   OSOS
Hazing		●	●	●	●	●	✓	CC   OSOS
Improper Physical Contact		●	●	●	●	●	✓	CC   OSOS

✓ = **Major Incident Report** is required at all levels

✱ = Automatic expulsion

for  
grades

**Pre-K-5**

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Offense/Violation			Level of Consequence					Major Incident Report	School will contact (in order listed):
			1	2	3	4	5		AACPS Office <sup>†</sup>
Inappropriate Language (Students/Adults)			●	●	●	●			
Improper Touching (Pre-K-2 only)			●	●	●			✓	CC   DSSS
Inappropriate Use of Personal Electronics (see Bias Behavior and Bias Language, Threats of Mass Violence, Inciting or Participating in a School Disturbance)			●	●	●	●	●	✓	CC   OSOS
Inciting or Participating in a School Disturbance			●	●	●	●	●	✓	CC   Police (L3+)   OSOS
Insubordination			●	●	●	●	●		
Leaving an Area and/or Leaving Class and/or School Grounds without Permission			●	●	●	●			CC   Police (If unable to locate or unknown whereabouts)
Matches/Lighter(s)	Possession/use		●	●	●	●	●		
	Use of (see Arson/Fire)						●	✓	Police   CC   OSOS
Misuse of Social Media			●	●	●	●	●	✓	CC   OSOS
Putting substances in another person's food or drink or on a person's body or environment					●	●	●	✓	CC   Police   OSOS
School Uniform (Violation of)			●	●	●				
Sexual Activity			●	●	●	●	●	✓	CC   Police   OSOS
Sexual Assault							●	✓	CC   Police   DSSS   OSOS
Sexual Harassment			●	●	●	●	●	✓	CC   DSSS   OSOS
Stealing and/or Theft			●	●	●	●	●	✓	CC   Police   OSOS
Tardiness			●	●	●				DSSS
Threats of Mass Violence			●	●	●	●	●	✓	Police   CC   OSOS
Tobacco Possession, Distribution, Use	First Offense	ATUP <sup>3</sup> Referral to the CL Program	●	●	●				CC   OSOS
	Further Offenses	Consider outside ATUP <sup>4</sup> after the third offense		●	●	●	●	✓	CC   OSOS
Trespassing				●	●	●	●		CC   Police   CC
Unsafe Action(s)				●	●	●	●	✓	CC   OSOS
Verbal Altercation			●	●	●	●	●		
Weapons (including look-a-like guns)									
Possession of	Firearm						✱	✓	Police   CC   OSOS
	Other Weapon (includes knives, look-a-like gun)			●	●	●	●	✓	Police (L3+)   CC   OSOS
Use of Weapon to Cause or Attempt to Cause Injury							●	✓	Police   CC   OSOS

#### <sup>†</sup>AACPS 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

<sup>1</sup>Alternatives to Drugs Program

<sup>2</sup>Bias Motivated Behavior Program

<sup>3</sup>Responsible Actions Program

<sup>4</sup>Alternatives to Tobacco Use Program

# Consequences for Secondary Students

Offense/Violation		Level of Consequence					Major Incident Report	School will contact (in order listed):
		1	2	3	4	5		AACPS Office†
Absence (unlawful)		●	●	●				DSSS   PPW
Academic Dishonesty (Cheating & Plagiarism)		●	●	●				
Alcohol and Other Drugs	Possession (1st Offense: Recommend CL ADP <sup>1</sup> )			●	●	●	√	CC   Police   OSOS
	Consumption (1st Offense: Recommend CL ADP <sup>1</sup> )			●	●	●	√	CC   School Nurse   Police   OSOS
	Distribution					●	√	CC   Police   OSOS
	Possession w/intent to distribute					●	√	CC   Police   OSOS
Ammunition		●	●	●	●			CC   Police
Arson/Fire (see Matches/Lighter)						●	√	911   CC   OSOS
Attack... ...on Students ...on Others ...on Staff	Category I (see Glossary)					●	√	CC   Police   OSOS
	Category II (see Glossary)				●	●	√	CC   Police   OSOS
	Category III (see Glossary)			●	●	●	√	CC   Police   OSOS
	Category IV (Threats—Verbal/Written)		●	●	●	●	√	CC   Police   OSOS
Bias Behavior and Bias Language	BMBP <sup>2</sup> Referral to the CL Program	●	●	●	●	●	√	CC Report to the Office of Safe & Orderly Schools within 24 hours
Bomb Threat					●	●	√	CC   Police   OSOS
Bullying (First Offense: Recommend CL RAP <sup>3</sup> )				●	●	●	√	DSSS
Cyber-bullying				●	●	●	√	DSSS
Class Cutting		●	●	●				DSSS
Computer Misuse	Category I					●	√	CC   OSOS
	Category II				●	●	√	CC   OSOS
	Category III			●	●	●	√	CC   OSOS
	Category IV		●	●	●			
Demonstration and Mass Protest				●	●	●	√	CC   Police   OSOS
Destruction of Property/Vandalism			●	●	●	●	√	CC   Police (L3+)
Disrespect Toward Others		●	●	●	●	●		
Disruption to Classroom/School—Chronic & Extreme (see Inciting or Participating in a School Disturbance)		●	●	●	●	●	√	CC   OSOS
Disruptive Clothing or Appearance		●	●	●				
Extortion/Strong Arming/Blackmail		●	●	●	●	●	√	CC   Police   OSOS
False Fire Alarm						●	√	CC   Police   OSOS
False Information/Accusations		●	●	●	●	●	√	OSOS
Fighting	First Offense: RAP <sup>3</sup> First Offense Letter	●	●	●	●	●	√	CC   OSOS
	Second Offense: RAP <sup>3</sup> Referral to the CL Program		●	●	●	●	√	CC   OSOS
	Third Offense: Major Incident Referral (L4–L5 fights) (in the same year)			●	●	●	√	Police   CC   OSOS
Fireworks/explosives		●	●	●	●	●	√	CC   Police (L3+)   OSOS
Forgery/Counterfeit Currency			●	●	●	●	√	CC   Police   OSOS
Gambling		●	●	●	●			CC
Gang-Related Activity				●	●	●	√	CC   Police   OSOS
Harassment/Intimidation				●	●	●	√	CC   DSSS   OSOS
Hazing		●	●	●	●	●	√	CC   OSOS

✓ = **Major Incident Report** is required at all levels

✱ = automatic expulsion

for grades **6–12** 17

Offense/Violation	Level of Consequence					Major Incident Report	School will contact (in order listed):
	1	2	3	4	5		AACPS Office <sup>†</sup>
Improper Physical Contact	●	●	●	●	●	✓	CC   OSOS
Inappropriate Language (Students/Adults)	●	●	●	●			
Inappropriate Use of Personal Electronics (see <i>Bias Behavior and Bias Language, Threats of Mass Violence, Inciting or Participating in a School Disturbance</i> )	●	●	●	●	●	✓	CC   OSOS
Inciting or Participating in a School Disturbance	●	●	●	●	●	✓	CC   Police (L3+)   OSOS
Insubordination	●	●	●	●	●		
Leaving an Area and/or Leaving Class and/or School Grounds without Permission	●	●	●	●			Police   CC (If unable to locate or unknown whereabouts)
Matches/ Lighter(s): Possession of	●	●	●	●	●		
Use of (see <i>Arson/Fire</i> )					●	✓	CC   Police   OSOS
Misuse of Social Media	●	●	●	●	●	✓	CC   OSOS
Putting substances in another person's food or drink or on a person's body or environment			●	●	●	✓	CC   Police   OSOS
School Uniform ( <i>Violation of</i> )	●	●	●				
Sexual Activity	●	●	●	●	●	✓	CC   Police (L3+)   OSOS
Sexual Assault					●	✓	CC   Police   OSOS
Sexual Harassment		●	●	●	●	✓	CC   OSOS
Stealing and/or Theft	●	●	●	●	●	✓	CC   Police (L3+)   OSOS
Tardiness	●	●	●				DSSS
Threats of Mass Violence	●	●	●	●	●	✓	CC   Police   OSOS
Tobacco: First Offense: ATUP <sup>4</sup> Referral to the CL Program	●	●	●				CC   OSOS
Possession, Distribution, Use Further Offenses: Consider outside ATUP <sup>4</sup> after the third offense		●	●	●	●	✓	CC   OSOS
Trespassing	●	●	●	●	●	✓	CC   Police
Unsafe Action(s)	●	●	●	●	●	✓	OSOS   CC
Verbal Altercation	●	●	●	●	●		
Weapons ( <i>including look-a-like guns</i> )							
Possession of: Firearm					✱	✓	Police   CC   OSOS
Other Weapon ( <i>includes knives, look-a-like gun</i> )		●	●	●	●	✓	Police (L3+)   CC   OSOS
Use of Weapon to Cause or Attempt to Cause Injury					●	✓	Police   CC   OSOS

#### <sup>†</sup>AACPS 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

<sup>1</sup>Alternatives to Drugs Program

<sup>2</sup>Bias Motivated Behavior Program

<sup>3</sup>Responsible Actions Program

<sup>4</sup>Alternatives to Tobacco Use Program

# Behavior on the School Bus



## Consequences for Violations Related to Transportation for all students include, but are not limited to:

1st Offense	2nd Offense	3rd Offense	4th Offense
<b>Parent conference required</b> <b>Appropriate Action required</b> Student Conference Seat change on bus Bus or School Suspension commensurate with offense Code of Student Conduct implemented as appropriate	<b>Bus Suspension</b> (up to 5 days)	<b>Bus Suspension</b> (6 to 10 days)	<b>Bus Suspension</b> (remainder of the year)
<b>Appropriate Action Required</b> 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.

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.



**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	2. When the Bus Arrives
<ul style="list-style-type: none"> <li>• Exercise safe pedestrian practices while on the way to the waiting area for the bus stop.</li> <li>• Students need to be in line ready to board the bus <b>5 minutes</b> before the scheduled pickup. Do not sit in vehicles until the bus arrives.</li> <li>• Wait in a quiet and orderly manner and respect private property.</li> <li>• Stay on the side of the roadway controlled by the bus warning lights.</li> <li>• Where same side service is provided, do not cross the roadway <b>for any reason</b>. Please remain at the designated school bus stop on the same side of the road where you live.</li> <li>• Be aware, cautious, and respectful of traffic.</li> <li>• Wait in a safe place, clear of traffic, and away from where the bus stops.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain at the waiting area until the bus comes to a complete stop.</li> <li>• Check traffic from all directions, then check again.</li> <li>• 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.</li> <li>• When safe to board, do so promptly.</li> <li>• When boarding, be aware of and avoid the “danger zone,” the 12-foot area immediately surrounding the stopped school bus.</li> <li>• Be sure that you can see the bus driver’s eyes when near the school bus.</li> <li>• 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.</li> <li>• Upon entering the bus, proceed directly to an available or assigned seat.</li> </ul>
3. On The Bus	4. Exiting the Bus
<ul style="list-style-type: none"> <li>• Follow instructions of bus personnel.</li> <li>• Be respectful of all people, including all bus personnel.</li> <li>• Use language appropriate for the school setting.</li> <li>• Keep the bus neat and clean.</li> <li>• Do not eat or drink.</li> <li>• Talk quietly and politely.</li> <li>• Students must sit in their assigned seat, if one has been assigned by school bus personnel or school staff.</li> <li>• Stay seated while the bus is in motion; keep aisles and exits clear.</li> <li>• Carry-on items are limited to those that can be held in your lap only (<b>including some musical instruments</b>).</li> <li>• No hazardous materials, nuisance items, or animals are permitted on the bus.</li> <li>• Be respectful of the rights and safety of others.</li> <li>• Do not extend head, arms, or objects out of bus windows.</li> <li>• 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.</li> <li>• Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed.</li> </ul>	<ul style="list-style-type: none"> <li>• Remain seated until the bus comes to a complete stop.</li> <li>• Exit the bus at the bus stop area in an orderly manner.</li> <li>• Exit at your designated bus stop.</li> <li>• Check traffic from all directions, then check again.</li> <li>• Before exiting the bus, be certain that all traffic in all directions has stopped.</li> <li>• When safe to exit, do so promptly.</li> <li>• Be aware of and avoid the “danger zone,” the 12-foot area immediately surrounding the stopped school bus.</li> <li>• Be sure that you can see the bus driver’s eyes while near the school bus.</li> <li>• If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. <b>Only cross in front of the bus.</b></li> <li>• Exercise safe pedestrian practices while on the way from the bus stop to your home.</li> </ul>



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 are available on the school system's website at [www.aacps-schools.org/boardpolicies/](http://www.aacps-schools.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. These rights and privileges can be exercised in school if they do not interfere with the rights of others or the schools' responsibilities to provide safe and orderly schools. AACPS encourages each student to balance the expression of his/her rights by honoring his/her 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 only in the event of acts that endanger health and safety, damage property, or disrupt the educational process. There will be no required participation in or attendance at 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. It will be the responsibility of students and staff to 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.

[IFI | IFI-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]\*

### **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.

[JC | JCL | JCL-RA]\*

### **Right to Freedom from Unreasonable Search and Seizure of Property**

A student has the right to freedom from unreasonable search and seizure of his/her person and property. School officials, however, have a right under the law to search students or their property whenever there is a reasonable suspicion that the students have in their possession an item, the possession of which, endangers others. Searches may include the student and his/her locker, desk, automobile, AACPS owned computing resources including all data stored on the AACPS network, or personal belongings. Students shall not be asked nor required to disrobe, i.e., no strip searches are permissible.

[JCC-RAJ]\*

### **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 school policy, 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 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 and enforces the aforementioned laws. To address these, AACPS has adopted policies that forbid discrimination in providing equal educational opportunities based on race, color, religion, national origin, sex, age, marital status, sexual orientation, 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 and/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 Office of Equity and Accelerated Student Achievement.

[JAC | JAC-RA | JCH | JCH-RA | JCCA | JCCA-RA | JO | JO-RA | JP]\*

### Right to Confidentiality of and Access to Student Records

*The Family Educational Rights and Privacy Act (FERPA)* guarantees to parents/guardians 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 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.

[JH | JH-RA JCM | JJCM-RA]

### Participation in Senior Activities

Graduating students who violate Board policies on possession, consumption, or distribution of alcoholic beverages, controlled dangerous substances, counterfeit controlled dangerous substances, noncontrolled substances, or other intoxicants, **bias behavior and language, unsafe acts, sexual harassment, and sexual assault.**

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.

Other disruptive behavior by senior students during the last four weeks of school will jeopardize the privilege of participating in graduation ceremonies.

[IID | JCC-RAC]\*

### 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](http://www.aacps.org/studentsocialmedia))

[JCCC | JCCC-RA]\*

# Student Responsibilities

*Students are responsible for treating each other fairly and for acting in compliance with school policies and reasonable directions from school staff.*

## 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 home room 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 home room 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 pagers, 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 and backs, or be form fitting
  - Cannot show bare skin between upper chest and mid-thigh

[JCD | JCD-RA]\*



**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 (Federal law enacted December 2000), 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.

AACPS is committed to providing safe and quality instructional opportunities for all students. The student is responsible for appropriate behavior while using technology-related resources. Teachers monitor student activities while online for appropriateness and instructional relevance.

**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 AACPS Acceptable Use Policy.

**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, download, or copy files without permission, or install 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 network whether wired or wireless.
- 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 searches will be conducted using AACPS recommended and filtered search engines, online databases, and sites.
- Students may not type in web site addresses (URLS). Teacher provided bookmarks are highly recommended. (Exception: High School students with active supervision of an adult and in compliance with the above stated conditions.
- Internet use is permitted at all levels and in compliance with above stated conditions.

**Penalties**

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

[JCC-RAA]\*

## Disciplinary Action

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.

## 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, if school administrators determine that the presence of a student charged with a criminal or juvenile offense of a serious nature in the community poses an imminent threat to the student or others, or to the educational process, the student may be assigned to an alternative educational program pending a final administrative decision of the student's educational placement. Students returning from a community 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 and amend the student's educational placement. [COMAR 13A.08.01.17] \* *Regulation JCC-RAK Students Charged with Reportable Offenses*

## 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. 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.

## Suspensions and Expulsions

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.

## School Liaison

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.

## In-School Suspension

The Code of Maryland Regulations (COMAR 13A.08.01.11) defines in-school suspension as "the exclusion within the school building of a student from the student's regular education program for up to but not more than 10 school days for disciplinary reasons by the school principal." In instances where a student receives an In-school suspension, the student must receive their due process and parents must be informed in writing of the suspension. In-school suspensions count toward the cumulative totals of days of suspension. [COMAR 13A.08.01.11B (4)] \*

## 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 his/her discretion. A *short-term* suspension will be 1–3 days. A *long-term* suspension will be 4–10 days. The principal or his/her 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.

**Suspension of Students with Disabilities**

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 his/her 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.

**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 or consecutive) in one 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)**

Extended suspension is the removal of a student from a comprehensive school for a time between 11 and 45 days, for a specified violation of the Code of Student Conduct, who poses an imminent threat of serious harm to students and staff, who is chronic and extremely disruptive, and who causes a serious barrier to the learning and the safety of the school.

- The principal will meet with the student and parent/guardian regarding the suspension and his/her proposal to request an extended suspension from the Superintendent and 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 and the policy or policies, and the regulation or regulations allegedly violated outlined in the letter of suspension **post** preliminary findings of the school's 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 his/her investigation to the Superintendent or his/her designee.
- The Superintendent or his/her 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 his/her designee will contact the parent/guardian to schedule a readmission conference with him/her 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, they may, under certain circumstances, appeal in writing to the Maryland State Board of Education within 30 days after the date of the Board's decision.

[JD | JD-RA] \*

**Extended Suspension 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 returned to school immediately. However, the Superintendent or his/her designee may determine that an administrative transfer is appropriate given **any** unique circumstances of the 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 IEP/504 team during the remainder of the disciplinary removal.

#### **For students with 504 Plans only:**

- Manifestation meetings will not be held for students with Section 504 plans who use, possess, or distribute illegal drugs and/or alcohol.
- Only Exception: If a student's disability is drug and/or alcohol addiction, as documented by a licensed or certified professional prior to the misconduct, a manifestation meeting must be held.

#### **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 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 parents/guardians 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, parents/guardians 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.

### **Automatic Expulsion**

#### **Firearms (Possession or use)**

#### **Expulsion**

Expulsion means "the removal of a student from AACPS for a minimum of 45 days or the balance of the school year, in compliance with federal and state laws and regulations, for a specified violation of the Code of Student Conduct." In addition to the procedures described above for suspension, the Superintendent or his/her 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 his/her designee in response to a principal's request and outcomes of the investigation. Upon determination that a student should be expelled, the Superintendent or his/her 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.

#### **Expulsion 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 his/her parents or guardians, 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.



# 28 **Getting Help with a Problem**

## **Bias Behavior and Language, Bullying, Cyberbullying, Harassment, Intimidation, and Sexual Harassment**

Bullying and cyberbullying, harassment and intimidation, hazing, and bias behaviors—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](http://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 he or she is thinking about hurting himself/herself or 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, parents, 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 him/her 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. Problems of discipline, security, and personal safety are considered very serious.
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 his/her parents 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 parents/guardians.
2. If a student and his/her parents/guardians 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 he/she 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.



### 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 his/her parents/guardians.
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 his/her parents/guardians and with the principal or assistant principal. Parents/guardians 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 parents/guardians, 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 he/she can give you his/her undivided attention. 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 parents/guardians and with the principal. Parents/guardians 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](http://www.aacps.org))
- [www.aacps.org/antibullying](http://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

# Glossary

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## 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 his/her 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 his/her 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)

## 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:

- 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;
- 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
- 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, hazing, 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 includes 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.

## Glossary, continued

### 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), heeled shoes, 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 Arming/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 organizational or command structure, which includes but is not limited to:
  - a common name;
  - identifiable marks, colors, signs (gestures/terminology), or symbols;
  - a claim to turf or territory; and
  - associate on a regular basis.

### 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*)

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 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.



### **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 Charles Leisure 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 violate law) and the act has a 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.

### **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.

### **Reckless Vehicle Use**

Irresponsible use of an automobile or motorcycle 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. (COMAR 13A.08.01.12)

### **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 people to take responsibility for their 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.

### **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.



## Glossary, continued

### 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, (see Category IV Attacks)

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 containment and 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.

#### 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.

#### 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.

### 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).

### Tobacco (possession, use, sale, or distribution)

Possession, use, sale, 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, tik tok 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.

### Weapons Used to Cause Bodily Harm/Injury

Use of a weapon to injure any person on school property.





ANNE ARUNDEL  
COUNTY PUBLIC SCHOOLS

**George Arlotto, Ed.D.**  
*Superintendent of Schools*

**ELEVATING ALL STUDENTS... ELIMINATING ALL GAPS**

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