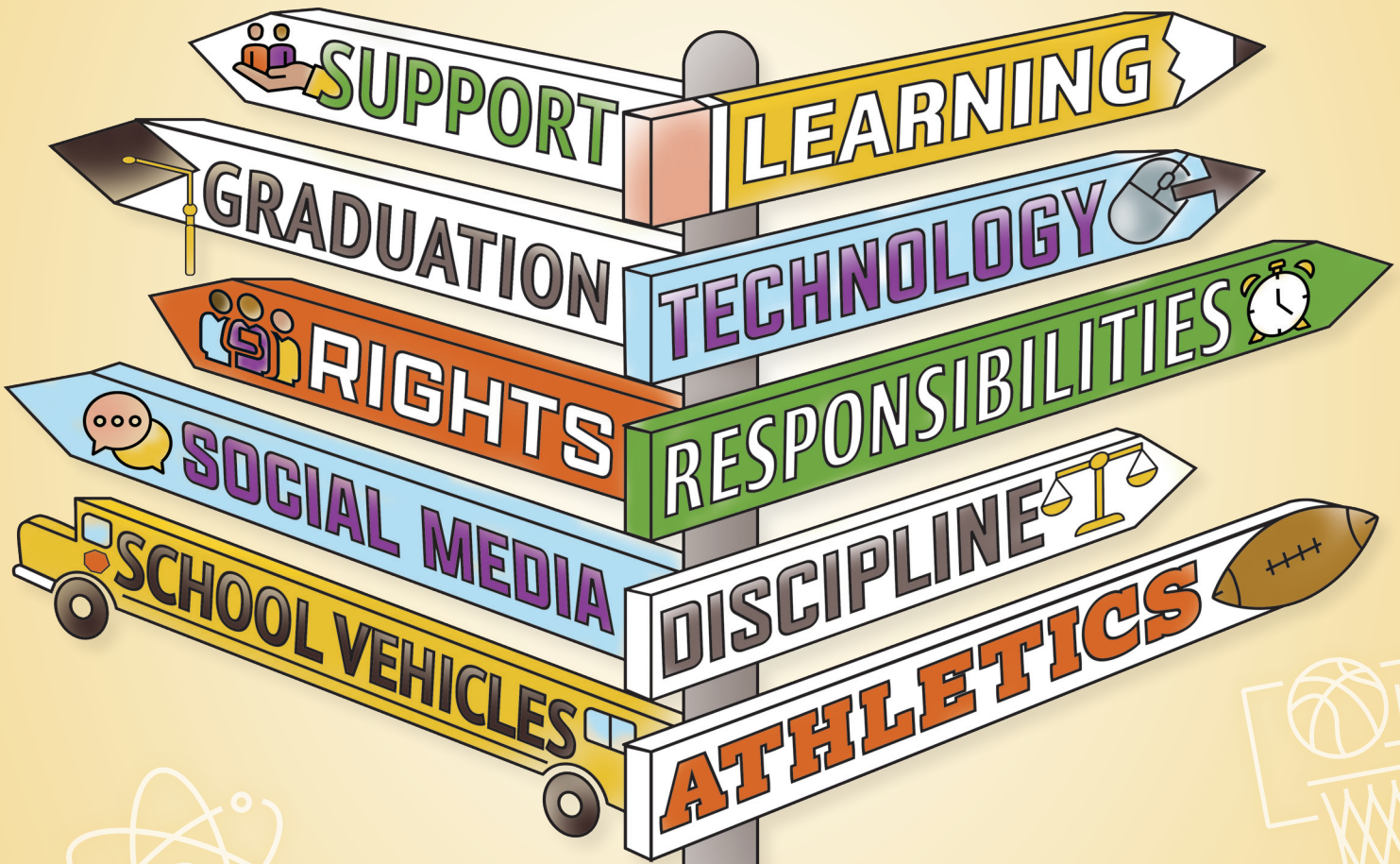
A Guide to Student Rights and Responsibilities | 2026-27

STUDENT HANDBOOK

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS



Belong. Grow. Succeed.

IMPORTANT PHONE NUMBERS FOR STUDENTS

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

Student and Systemic Supports **410-222-5192**

Charles L. Leisure Programs* (Behavioral Support Classes) 443-989-8868
Educational Options and School Climate 410-222-5193
Equity and Student Discrimination Issues 410-222-5354
Psychological Services 410-222-5321
School Counseling Services 410-222-5280
School Discipline Issues 410-222-5288
School Security and Safety Issues 410-222-5083

Charles L. Leisure Programs*

1: ADP – Alternatives to Drugs Program
2: BBLP – Bias Behavior & Language Program
3: RAP– Responsible Actions Program
4: ATUP – Alternatives to Tobacco Use Program

HOTLINES

Anonymous and confidential | Available 24/7 | You 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...

Maryland Center for School Safety Tip Line
1-833-MD-B-SAFE/1-833-632-7233

If there is a threat to the safety 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

Download the Smartphone App
SafeSchoolsMD
(available from the Apple App Store and Google Play)

This handbook can be found online (www.aacps.org) and is also available in Spanish.

Anne Arundel County Public Schools | Division of Student Support Services

Acknowledgement of Review of the Student Handbook

Please review the ***Student Handbook****: A Guide to Student Rights & Responsibilities* with your child. Your child's teacher has discussed it in class, as the ***Code of Student Conduct*** *(pp. 5–17)* and the policies and regulations it references are an important part of daily student life in 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 of Student Conduct** during the year, including sections related to:

- ***Academic Integrity*** *(p. 22)*
- ***Bias Behavior & Language, Bullying, Cyberbullying, Harassment, Intimidation, and Sexual Harassment*** *(p. 36)*
- ***Due Process and Appeal*** *(p. 20)*
- ***Participation in Senior Activities*** *(p. 20)*
- ***Technology Resource Use by Students*** *(p. 24)*

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

Please note: This form should be accessed and signed online within your PowerSchool Parent/Student Portal at www.aacps.org/o/aacps/page/aacpsconnectparents (click the "Forms" link in the left side panel). For families who are unable to access PowerSchool, please complete this page and return it (or a copy) to your child's school. A fillable PDF is available at www.aacps.org/handbookacknowledgement.

Student's Name	Teacher

As the parent/guardian of the above student, I have read and discussed the ***Student Handbook: A Guide to Student Rights & Responsibilities*** including the ***Code of Student Conduct,*** the ***Participation in Senior Activities, Academic Integrity, Technology Resource Use by Students, Bias Behavior & Language, Bullying, Cyberbullying, Harassment, Intimidation, and Sexual Harassment*** information 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 of Anne Arundel County (Board) property, including in school buildings and on school grounds; in all school vehicles; and at all school, school-related, or Board-sponsored events, such as Magnet, Specialty, and Career and Technology Programs, school field trips, international trips, and school sporting events, whether such activities are held on school property or at locations off school property, including private business or commercial establishments.

I understand that graduating seniors who violate Board policies and regulations on alcoholic beverages and other controlled dangerous substances shall be prohibited from participation in all senior activities, including prom, graduation, and others (p 20).

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

ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS

TABLE OF CONTENTS

Policies and Administrative Regulations 2

Introduction 3

The Code of Student Conduct 5
Expected Student Behaviors • 6–7
Multi-Tiered System of Supports • 8–9
Supports and Interventions • 10–11
Infractions, Interventions and Consequences • 12–15

Behavior on School Vehicles 16

Student Rights 18
Right to Freedom of Religion • 18
Right to Freedom from Corporal Punishment • 19
Right to Participate in Patriotic Exercises • 19
Right to Freedom from Unreasonable Search and Seizure of Property • 19
Right to Conduct Activities in School Buildings • 19
Right to Due Process and Appeal • 20
Right to Freedom from Harassment, Sexual Harassment, and Discrimination • 20
Participation in Senior Activities • 20
Right of Freedom from Unreasonable Punishment • 20
Social Media • 21
Right to Confidentiality of and Access to Student Records • 21

Student Responsibilities 22
Care of Property by Students • 22
Academic Integrity • 22
Gang-Related Activity • 22
AACPS Cell Phone Guidelines • 23
Student Attire • 23
Technology Resource Use by Students • 24–25

Student Discipline 26
Disciplinary Action • 26
Reinstatement from a Short-term or Long-term Suspension • 26
Readmission from an Extended Suspension or Expulsion • 26
Short-Term Suspensions • 26
Definitions • 27
Assigned School Work • 27
Pre-K– Grade 2 Suspension • 27
In-School Intervention • 28
In-School Suspension • 28–31
School Vehicle Suspension • 28–29
Expulsion • 32–34
For Students with 504 Plans Only • 34
For Students with IEPs Only • 34
If a Student is Arrested by Police on School Property • 34
Within the School Day (Reportable Arrests) • 34
Students Charged and Arrested in the Community (Reportable Offenses Non-Disciplinary) • 35
Title IX • 35
AACPS Response to Title IX Final Rule • 35

Getting Help with a Problem 36
Bias Behavior and Language, Bullying, Cyberbullying, Harassment, Intimidation, and Sexual Harassment • 36
Confidentiality in Counseling • 36
School Problems • 37
Personal Problems • 37
Academic Problems • 37
Extracurricular Activities • 37
Group Problems • 37
Responsive Circles • 38
Resources • 38

Bullying, Harassment, or Intimidation Report Form 39

Glossary 41

Check our *Parent Handbook* for general information about AACPS, including *Grading Information Graduation Requirements.*

The AACPS Parent Handbook is available online at www.aacps.org/ParentHandbook.
If you need a printed copy, check with your child's school.

The Board Policies and AACPS Administrative Regulations governing students which are included in this handbook—as well as all Board Policies and Regulations—can be found online at aacpsschools.org/boardpolicies. Student infractions that do not relate to a specific policy fall under Policy JCC—Student Conduct.

State laws and regulations or policies and regulations, adopted, amended, or enacted after the publication of this document shall supersede those statements and references contained in this publication.

The Board of Education of Anne Arundel County

Policies are established by the eight-member Board. Seven Board members are elected by voters in each County Council District. The eighth Board member is a student, elected by students and appointed by the Governor.

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

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

Gloria D. Dent
Council District 1

Robert A. Silkworth
Council District 2

Erica McFarland
Council District 3

Sarah McDermott
Council District 4

Dana Schallheim
Council District 5

Joanna Bache Tobin, Ph.D.
Council District 6

Dawn Pulliam
Council District 7

Sara Hamdaoui
Student Member

Board members are current as of the date of publication.

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

IKA/IKA-RA..... Opening and 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

- Care of Property by Students (JCG-RA)
- Technology 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 and Arrest (JCC-RAI)
- Search and Seizure (JCC-RAJ)
- Students Arrested and Charged with Reportable Offenses in the Community (JCC-RAK)

JCCA/JCCA-RA.....Bullying, Cyberbullying, Harassment, and Intimidation

JCCB/JCCB-RA..... Gang/Gang-Related Activities

JCCC/JCCC-RA.....Student Use of Social Media

JCD/JCD-RA.....Student Attire and Personal Appearance

JCH/JCH-RA .....Student Complaints Related to Policy, Regulation, or Law

JCL/JCL-RA.....Student Organizations

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

JD/JD-RA .....Student Suspension and Expulsion

JH/JH-RA .....Student Records

JCK.....Student Political Activity

JN/RA.....Student Behavioral Threat Assessments

JO/JO-RA.....Bias Behavior and Language

JP.....Student Sexual Harassment and Misconduct

JQ/JQ-RA.....Safe and Inclusive Environments for LGBTQ+ Students

JU/JU-RA.....Student Telehealth

For the most up-to-date policy information, visit www.aacpsschool.org/boardpolicies.

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

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

Anne Arundel County Public Schools is a school community where everyone can belong, grow, and succeed.

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.

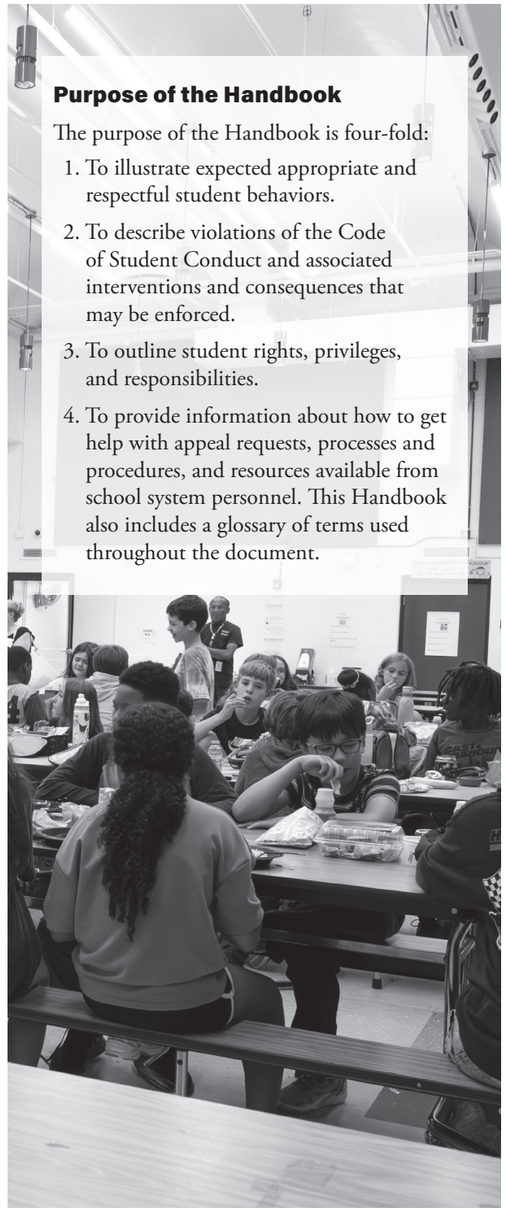
In Anne Arundel County Public Schools, students have rights and privileges as well as responsibilities. While the school system has an obligation to provide an education for all students, we have set high standards for students to conduct themselves in a way that is respectful and helps to build a climate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

Students, parents/guardians, 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.

It is the policy of the State of Maryland that all public and publicly funded schools and school programs may not:

- Discriminate against a current student, a prospective student, or the parent or guardian of a current or prospective student on the basis of race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, gender expression, disability, genetic information, military status, or homeless status;
- Refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, a prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national origin, marital status, sexual orientation, gender identity, gender expression, disability, military status, or homeless status; or
- Discipline, invoke a penalty against, or take any other retaliatory actions against a student or parent or guardian of a student who files a complaint alleging that the program or school discriminated against the student, regardless of the outcome of the complaint.

(Title VI of the Civil Rights Act of 1964; and Title 26, Subtitle 7 of the Education Article of the Maryland Code)



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.

At Anne Arundel County Public Schools, diversity is invited, nurtured, and celebrated!

At Anne Arundel County Public Schools, we continue to strive to ensure all students belong, grow, and succeed. We are committed to providing all students and employees with access to safe, equitable, and engaging environments to learn and work. As Anne Arundel County's residents grow 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.



Expected Character Traits

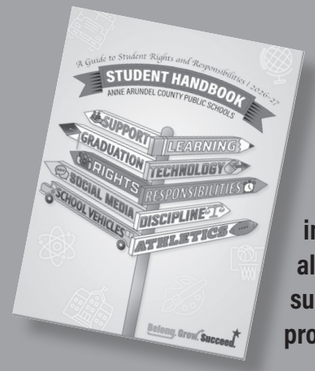
Equally important to sharing what is expected of students is that school and district policies and practices support character development, the development of self-control, and positive behavior choices. Developing positive and effective student behaviors requires collaborative efforts from school, home,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

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** involves making your school and community a better place, obeying laws and rules, and respecting authority. Care is displayed by showing concern for the well-being of others around you.

Appropriate Behaviors

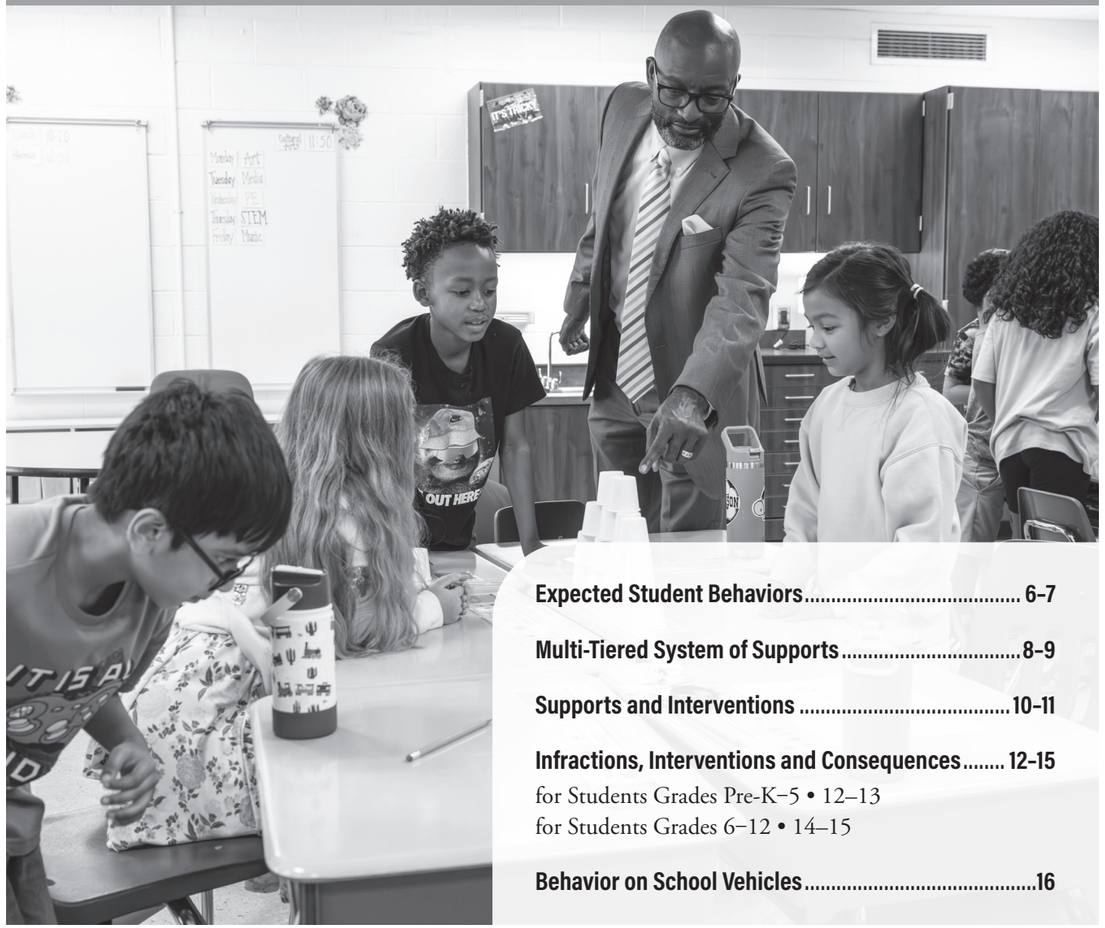
The focus of this Handbook is to guide student behavior, to link interventions to improve student behavior, and to inform others that will assist school staff in creating safe and orderly environments. The rules and expectations outlined have been developed so that a combination of consistent and fair strategies will be implemented in every school.

Our schools support appropriate student behaviors that facilitate learning and minimize disruption in several ways. *Positive Behavioral Intervention & Supports (PBIS),* within 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 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 6–7

Multi-Tiered System of Supports 8–9

Supports and Interventions 10–11

Infractions, Interventions and Consequences 12–15
for Students Grades Pre-K–5 • 12–13
for Students Grades 6–12 • 14–15

Behavior on School Vehicles 16

EXPECTED STUDENT BEHAVIORS

I will show ***Respect*** for:

Students Should...

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



Myself by...

- Attending school regularly and being on time.
- Following the rules and directions of adults.
- Doing my schoolwork and homework neatly and completely.
- Remaining on school grounds and in school vehicles unless I have permission to leave school.
- Learning from the consequences of my behavior.
- Choosing not to bring tobacco, alcohol, other drugs, or weapons to school or on school vehicles.
- Presenting myself in an appropriate and respectful manner, in accordance with school expectations.
- Refraining from touching others.

Others by...

- Being understanding of others' feelings.
- Using positive words towards others.
- Treating others like I want to be treated.
- Not bullying, cyberbullying, intimidating, harassing, sexually harassing, 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 and on school vehicles.
- Working together with adults to manage negative behaviors and emotions at school and on school vehicles.
- Making every effort to use a respectful, positive, and considerate tone of voice and body language when I am speaking to others.
- Make every effort to listen when others are speaking.
- Refraining from biased behavior and language, prejudice, hate, and stereotyping towards others at school and on school vehicles.



Learning by...

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

Property by...

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



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.

MULTI-TIERED SYSTEM OF SUPPORTS

Anne Arundel County Public Schools use a *Multi-Tiered System of Supports (MTSS)* that emphasizes proactive and preventive strategies for defining, supporting, and teaching appropriate behaviors to create a positive school climate. Behavior supports and interventions are implemented using a three-tiered prevention and intervention approach.

The *MTSS* framework consists of three tiers:

- Tier 1 – 80% of students will be successful with universal support.
- Tier II – 10–15% of students will need additional targeted support.
- Tier III – 5% of students will require intensive individual support.

The *MTSS* model includes *Positive Behavioral Intervention and Supports (PBIS)*, *Restorative Practices (RP)*, and other proven interventions and supports. AACPS staff work toward creating positive school climates by teaching students how to engage, connect, and succeed in their school community.

AACPS Three Tiers of Support

Tier 1

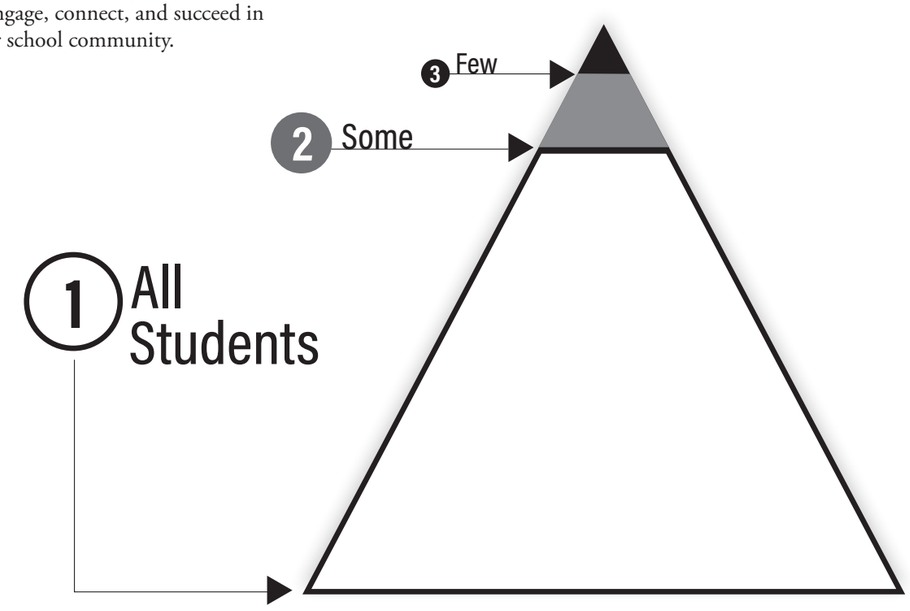
All students receive Tier 1 supports, which include:

- Core curriculum
- Differentiated and 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) - Recommended:
  - Elementary: Daily
  - Middle: 3–5 times a week
  - High: 1–2 times a week
- Social, emotional learning curriculum (Second Step and Community Wellness)
- Home-school communication

Tier 2

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

- Social skills groups
- Social/emotional Counseling Groups
- Check-in/check-out (CICO)*
- Check and connect*
- Behavior Intervention teacher support
- Alternative One teacher support
- Responsive Circles (RP—student group conflicts)
- Topic Circle Series (RP)
- Decision Making Rooms/Learning Labs
- Referral to school-based problem-solving team (CDM)
- Other evidence or research-based strategies



Tier 3

Individual students may receive these intensive, individualized interventions as determined by social emotional, academic, and behavioral data:

- Referral to school-based problem-solving team
- Student Intervention Plan (StIP)
- Student support services staff (school counselor, school psychologist, pupil personnel worker, school social worker)
- Mentoring
- Check and connect*
- Responsive Circles—teacher-student/ student-student (RP)
- Alternative One teacher support
- Behavior Intervention teacher support
- Collaboration, links to community resources
- Functional Behavioral Assessments (FBA)
- Behavioral Intervention Plans (BIP)
- Referral to Educational Options
- Other evidence or research-based strategies
- Referral to ECBI



Anne Arundel County Public Schools embraces Restorative Practices in response to violations of the Code of Student Conduct. The expectation is to repair harm, restore relationships, and create an honorable **pathway back to the classroom** and the school.

Supports, Interventions, and Consequences

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 or regulation. *Tiers of Intervention & Supports* and *Levels of Consequences*, shown on the following pages, lists progressive responses to help students change their behaviors. Interventions include a continuum of evidence-based activities, supports, and programs to support students' social, emotional, academic, and behavioral health. Interventions teach appropriate behaviors to reduce continuing or escalating behaviors that harm the school community or violate the Code of Student Conduct.

The school staff may always choose an intervention from a lower level as long as a consequence from one of the prescribed levels is also employed.

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

When a behavior is deemed a criminal offense by local authorities, students may also be subject to legal action by the Department of Juvenile Services.

Tiers of Interventions and Supports and Levels of Consequences for progressive discipline follow. **An imminent threat of serious harm to students and staff, and repeated chronic and disruptive or cumulative offenses may require higher levels of consequences.** For serious violations, consequences may begin at a higher infraction level.

SUPPORTS AND INTERVENTIONS

Supports & Interventions: Grades Pre-K–2

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

Tier 1—Universal (All)

Core Curriculum

Differentiated Culturally Responsive Practices
- Mindfulness Practices
- Opportunities for movement
- Flexible seating
- Cool/calm-down spaces and/or breaks
- Break tasks into manageable chunks
- Longer transition time
- Offering choice
- Trauma-informed practices

Clearly Stated Behavioral Expectations
- Explicit teaching of rules and expectations in varying school settings
- Modeling and practicing rules and expectations
- Pre-correction of behaviors
- Increased adult supervision
- Proximity control
- Redirection

Acknowledgement of Positive Behaviors and Response to Unexpected Behaviors
- Behavior specific praise
- Increased reinforcement
- Incentive/reward systems
- Explicit teaching of replacement behaviors
- Redirection
- Warning

SEFEL Strategies (ECI, ESCE, and Pre-K only)
- Creating and fostering positive relationships
- Positive and explicit guidance on rules and routines
- Ensuring positive, safe, supportive environment
- Predictable routines
- Promote active learning and appropriate behavior
- Foster language and communication skills

Restorative Practices
- Consistent Community-Building Circles
- Opportunities to repair harm
- 5 Restorative Questions Conversations

Social-Emotional/Behavioral Instruction
- Second Step Curriculum
- The Code of Student Conduct Lessons
- School Counseling Core Curriculum
- Community Wellness

- **Universal Communication** (sent to all parents/guardians)
  - Written note
  - Phone call
  - Conference
  - Newsletter
  - Email
  - Texts
  - AXIS website
  - Back to School Night
  - Parent/teacher conferences

Tier 2—Targeted (Some)

Targeted intervention programs as appropriate to ensure instructional match

Increased Adult Support
- Mentoring (group)
- Check-in/Check-out (CICO)
- Specialized break passes
- Guided mindfulness strategies
- Referral to Student Services Staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)
- Identified Behavior Support Staff

Clearly Stated Behavioral Expectations
- Reteaching of rules and expectations
- Increased visual examples of expected behaviors
- Increased modeling and practice of expectations
- Behavior contract

Response to Unexpected Behaviors
- Private discussion (use 5 Restorative Questions)
- Increased ratio of positive to negative acknowledgements
- Targeted group incentive system
- Reteaching of rules and expectations

SEFEL Strategies (ECI, ESCE, and Pre-K only)
- Explicit instruction in emotional regulation
- Teaching and modeling use of emotional language
- Providing space and grace for safely managing emotions
- Use of first/then strategies
- Direct instruction to groups on:
  - Identifying and managing emotions
  - Self-regulation
  - Problem-solving
  - Initiating and maintaining interactions
  - Strategies for handling anger and disappointment
  - Friendship skills

Restorative Practices (if trained)
- 5 Restorative Questions Conversations
- Responsive Circles (student group to student group)
- Topic Circle Series

Targeted Social-Emotional/Behavioral Skill Instruction and Supports
- Social Skills Group
- Learning Lab Group
- Social/emotional Counseling (group)
- Referral to School-based Problem-solving Team (StIT)

Communication
- Teacher/Staff Member
- Check-in/Check-out (CICO)

Tier 3—Intensive (Few)

Intensive individual intervention programs as appropriate to ensure instructional match

Intensive Adult Support
- Individualized mentoring
- Referral to Student Services Staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)
- Individualized tutoring
- Extended school based mental health
- Collaboration among community resources, agencies, and parent groups
- Specialized break passes

Clearly Stated Behavioral Expectations
- Frequent reminders of rules and expectations
- Visual and auditory examples of expected behaviors
- Individualized opportunities for practice with increased frequency
- Focus on mastery of one to two behaviors at a time with adult support

Response to Unexpected Behaviors
- In-school Intervention (ISI)
- Individualized behavior plan (BIP)
- Threat assessment
- Crisis Prevention Intervention (CPI) verbal and physical de-escalation strategies (if trained)

SEFEL Strategies (ECI, ESCE, and Pre-K only)
- Referral to Multi-disciplinary Problem-solving Team (MIT)
- Safety Plan
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)

Restorative Practices (if trained)
- Responsive Circles (teacher to student/ student to student)
- Return to School Circles

Intensive Social-Emotional/Behavioral Skill Instruction and Supports
- Learning Lab (individual; increased frequency)
- Referral to Multi-disciplinary Problem-solving Team (MIT)
- Safety Plan
- Schedule change
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)

Communication
- In-person or virtual conference with student, parent/guardian, teacher, and administrator
- Parent/guardian accompany student to school/classes

Supports & Interventions: Grades 3–12

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

Tier 1—Universal (All)

Core Curriculum

Differentiated Culturally Responsive Practices
- Mindfulness practices
- Opportunities for movement
- Flexible seating
- Cool/calm-down spaces and/or breaks
- Break tasks into manageable chunks
- Longer transition time
- Offering choice
- Trauma-informed practices

Clearly Stated Behavioral Expectations
- Previewing rules and expectations in varying school settings
- Modeling and practice
- Pre-correction of behaviors
- Increased adult supervision
- Control of proximity
- Redirection

Acknowledgement of Positive Behaviors and Response to Unexpected Behaviors
- Behavior specific praise
- Increased reinforcement
- Incentive/reward systems
- Explicit teaching of replacement behaviors – redirection
- Warning
- Restorative Practices

Restorative Practices
- Consistent Community-Building Circles

Social-Emotional/Behavioral Instruction
- Second Step Curriculum
- The Code of Student Conduct Lessons
- School Counseling Core Curriculum (Elementary)
- Advisory lessons (Secondary)
- Community wellness

Universal Communication (sent to all parents/guardians)
- Written note
- Phone call
- Conference
- Newsletter
- Email
- Texts
- AXIS website
- Back to School Night
- Parent/teacher conferences

Tier 2—Targeted (Some)

Targeted intervention programs as appropriate to ensure instructional match

Increased Adult Support
- Mentoring (group)
- Check-in/Check-out (CICO)
- Specialized Break Pass
- Guided mindfulness strategies
- Referral to Student Services Staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)
- Alternative One Teacher Support
- Identified Behavior Support Staff

Clearly Stated Behavioral Expectations
- Reminders of rules and expectations
- Increased visual examples of expected behaviors
- Increased modeling and practice of expectations
- Behavior contract

Correction of Unexpected Behaviors
- Redirection
- Warning
- Private discussion
- Increased ratio of positive to negative acknowledgements
- Targeted incentive System
- Verbal de-escalation (CPI)
- Referral to Charles L. Leisure Programs ADP[1] | BBLP[2] | RAP[3] | ATUP[4]

Restorative Practices (if trained)
- 5 Restorative Questions Conversations
- Responsive Circles (student group to student group)
- Topic Circle Series

Targeted Social-Emotional/Behavioral Skill Instruction and Supports
- Social Skills Group
- Learning Lab Lessons
- Decision Making Room
- Social/emotional Counseling (Group)
- Referral to School-based Problem-solving Team (StIT)
- Check-in/Check-out (CICO)

Communication
- Teacher/staff member conference with student, parent/guardian, and teacher
- Teacher/staff member conference with student, parent/guardian, teacher, and administrator

Tier 3—Intensive (Few)

Intensive individual intervention programs as appropriate to ensure instructional match

Intensive Adult Support
- Individualized mentoring
- Individualized tutoring
- Referral to Student Services Staff (Counselor, School Psychologist, Social Worker, Pupil Personnel Worker)
- Extended school-based mental health
- Collaboration among and/or connection to community resources, agencies, and parent groups
- Referral to Community Conferencing
- Specialized Break Pass

Clearly Stated Behavioral Expectations
- Frequent reminders of rules and expectations
- Visual and auditory examples of expected behaviors
- Individualized opportunities for practice with increased frequency
- Focus on mastery of 1–3 behaviors at a time

Response to Unexpected Behaviors
- In-school intervention (ISI)
- Individualized Behavior Plan (BIP)
- Threat assessment
- Crisis Prevention Intervention (CPI) verbal and physical de-escalation strategies
- Referral to Charles L. Leisure Programs ADP[1] | BBLP[2] | RAP[3] | ATUP[4]

Restorative Practices (if trained)
- Responsive Circles (teacher to student/ student to student)

Intensive Social-Emotional/Behavioral Skill Instruction and Supports
- Learning Lab (individual; increased frequency)
- Decision Making Room (individual; increased frequency)
- Referral to Multi-Disciplinary Problem-solving Team
- Safety plan
- Schedule change
- Functional Behavior Assessment (FBA)
- Behavior Intervention Plan (BIP)

Communication
- Teacher/staff member conference with student, parent/guardian, teacher, and administrator
- Parent/guardian accompany student to school/classes

Grades Pre-K–5 Infractions

Contact AACPS Offices† (in order listed)	1	2	3	4	5
Absenteeism/Tardiness *(Chronic)* (RP) **PPW**	●	●	●		
Academic Dishonesty *(Cheating and Plagiarism)* (RP)	●	●	●		
Alcohol and Other Drugs *Referral to ADP[1]* — *Possession* **SS/Police**			●	●	●
Alcohol and Other Drugs *Referral to ADP[1]* — *Consumption* **/ SS /Police**	●	●	●	●	●
Alcohol and Other Drugs *Referral to ADP[1]* — *Distribution/ Possession w/Intent to Distribute* **SS/Police**					●
Ammunition **SS**	●	●	●	●	●
Arson/Fire *(See Matches/Lighter)* **911/SS**					●
Attack on… *Students, Others and Staff Referral to RAP[3] (See Glossary p. 41)* — *Category I (Serious Injury)* **/SS**					●
Attack on… *Students, Others and Staff Referral to RAP[3] (See Glossary p. 41)* — *Category II (Minor Injury)* (RP)				●	●
Attack on… *Students, Others and Staff Referral to RAP[3] (See Glossary p. 41)* — *Category III (Without Injury)* (RP)		●	●	●	
Attack on… *Students, Others and Staff Referral to RAP[3] (See Glossary p. 41)* — *Category IV (Threat)* (RP) *Threat Assessment Required* **SS**	●	●	●	●	
Bias Behavior/Language (RP) *Referral to BBLP[2]*	●	●	●	●	●
Bomb Threat **SS**				●	●
Bullying/Cyberbullying *Referral to RAP[3]* (RP) *(Investigate within two school or business days)*			●	●	●
Cell Phone Misuse/Electronic Device Misuse (RP)	●	●	●	●	●
Class Cutting	●	●	●		
Demonstration and Mass Protest **SS**	●	●	●	●	●
Destruction of Property/Vandalism (RP)	●	●	●	●	●
Disrespect Toward Others (RP)	●	●	●		
Disruption to Classroom/School *(Chronic and Extreme) (See inciting or Participating in a School Disturbance)*	●	●	●	●	●
Disruptive Clothing or Appearance	●	●	●		
Extortion/Strong Arming/Blackmail	●	●	●	●	●
False Fire Alarm **SS**	●	●	●	●	●
False Information/Accusations	●	●	●	●	●
Fighting *(Physical) (in the same school year)* — *1st Offense Referral to RAP[3]* (RP)	●	●	●	●	●
Fighting *(Physical) (in the same school year)* — *2nd Offense Referral to RAP[3]* (RP)			●	●	●
Fighting *(Physical) (in the same school year)* — *3rd Offense* (RP) *Referral to a school-based crisis team*			●	●	●
Fireworks/Explosives **SS**	●	●	●	●	●
Forgery/Counterfeit Currency **SS**		●	●	●	●
Gambling	●	●	●	●	

Contact AACPS Offices† (in order listed)	1	2	3	4	5
Gang-Related Activity **SS**			●	●	●
Harassment/Intimidation (RP) *Referral to RAP[3]*	●	●	●	●	●
Hazing	●	●	●	●	●
Improper Physical Contact	●	●	●	●	●
Improper Touching *(Pre-K–Grades 2 only)* **SS**	●	●	●		
Inappropriate Language *(Students/Adults)* (RP)	●	●	●	●	
Inciting or Participating in a School Disturbance				●	●
Insubordination (RP)	●	●	●	●	●
Leaving an Area, Class and/or School Grounds without Permission (RP) **SS/Police** *(Only report if unable to locate)*	●	●	●	●	
Matches/Lighter(s) — *Possession*	●	●	●	●	●
Matches/Lighter(s) — *Use of (see Arson/Fire)* **SS**					●
Misuse of Social Media (RP)	●	●	●	●	●
Putting substances in another person's food or drink or on a person's body or environment	●	●	●	●	●
School Uniform *(Violation of)*	●	●	●		
Sexual Activity (T9)	●	●	●	●	●
Sexual Assault *(Grades 3–5 only)* (T9) **SS/Police**					●
Sexual Harassment *(Grades 3–5 only)* (T9)	●	●	●	●	●
Stealing and/or Theft (RP)	●	●	●	●	●
Technology Misuse *(See Glossary p. 44)* — *Category I*					●
Technology Misuse *(See Glossary p. 44)* — *Category II*				●	●
Technology Misuse *(See Glossary p. 44)* — *Category III*			●	●	●
Technology Misuse *(See Glossary p. 44)* — *Category IV*		●	●		
Threats of Mass Violence **SS**	●	●	●	●	●
Tobacco *Referral to ATUP[4]* — *1st Offense*	●	●	●		
Tobacco *Referral to ATUP[4]* — *Further Offenses*	●	●	●	●	●
Trespassing **SS**		●	●	●	●
Unsafe Action(s)			●	●	●
Verbal Altercation (RP)		●	●	●	
Weapons *(Including Look-alike Guns)* — *Possession of Other Weapons (Includes Knives, Look-alike Guns)* **SS**	●	●	●	●	●
Weapons *(Including Look-alike Guns)* — *Distribution of Weapons* **Police/SS**					●
Weapons *(Including Look-alike Guns)* — *Use of Weapon to Cause or Attempt to Cause Injury* **SS/Police**				●	●
Weapons *(Including Look-alike Guns)* — *Possession of Firearm* **SS/Police**					✹

†AACPS Offices

The Division of School Security (SS) may provide additional guidance regarding contacting police, fire, other AACPS components, or outside agencies.

: School Nurse
SS: School Security
PPW: Pupil Personnel Worker

Major Incident Referral

A Major Incident Referral (MIR) is required if any of the following take place: long term suspension (4–10 days), request for an extended suspension or expulsion, or police charges. While the Safe and Orderly team will be automatically notified when an MIR is submitted, please feel free to consult with Safe and Orderly as needed regarding any incident regardless of category or level.

Charles L. Leisure Programs

1: ADP – Alternatives to Drugs Program
2: BBLP – Bias Behavior & Language Program
3: RAP – Responsible Actions Program
4: ATUP – Alternatives to Tobacco Use Program

Icons

Reporting Form p. 39 (for Bullying/Cyberbullying, Harassment, Sexual Harassment, or Intimidation)
(T9) Referral to Title IX Coordinator
(RP) Restorative Practices Implementation
✹ Automatic Expulsion

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

Level 1	Level 2	Levels 3, 4, and 5
Classroom level intervention If these interventions are successful, Office Discipline Referral (ODR) to the school administrator may not be necessary. **Parent/guardian notification required.**	Appropriate when level 1 intervention has been ineffective In some cases, Office Discipline Referral (ODR) to the school administrator may be necessary. **Parent/guardian notification required.**	Appropriate when previous intervention levels have been ineffective, or due to the severity of the infraction Office Discipline Referral (ODR) required. **Parent/guardian notification required.**

Grades Pre-K–2 Interventions and Consequences

Progressive Options to Address Student Behaviors | Completion of the Pre-K-2 Consultation Form

Level 1	Level 2	Levels 3, 4, and 5
· Warning · Student conference · Restorative Practices · Five Questions Conversation · Supervised calm/cool-down time inside of classroom · Opportunity to apologize · Confiscation of item · Loss of privileges · Preferential seating · Parent/Guardian Conference	· Supervised calm/cool-down time inside/outside of classroom · Restorative Practices · Five Questions Conversation · Responsive Circle *(only if safe & affected person is willing)* · Loss of privileges · In-school Intervention (ISI) · Class or schedule change · Parent/Guardian Conference · Refer to AACPS technology misuse guide.	· Restorative Practices · Five Questions Conversation · Responsive Circle *(only if safe & affected person is willing)* · Loss of privileges · In-school Intervention (ISI) · In-school Suspension (ISS) · Referral to Educational Options Setting · Suspension up to 5 days as applicable by law *(not for attendance-related offenses)* · Refer to AACPS technology misuse guide.

Grades 3–5 Interventions and Consequences

Progressive Options to Address Student Behaviors

Level 1	Level 2	Levels 3, 4, and 5
· Warning · Student conference · Restorative Practices · 5 Questions Conversation · Supervised calm/cool-down time inside of classroom · Opportunity to apologize · Confiscation of item · Loss of privileges · Preferential seating · Parent/Guardian Conference · Referral to Charles L. Leisure Programs: ADP[1] | BBLP[2] | RAP[3] | ATUP[4] · Restitution	· Supervised calm/cool-down time inside/outside of classroom · Restorative Practices · 5 Questions Conversation · Responsive Circle *(only if safe & affected person is willing)* · Topic Circle Series *(if data warrants)* · Loss of privileges · Temporary removal from class · In-school Intervention (ISI) · Class or schedule change · Detention · Parent/Guardian Conference · Referral to Charles L. Leisure Programs ADP[1] | BBLP[2] | RAP[3] | ATUP[4] · Restitution · School Vehicle Suspension, 1–7 days *(See p. 28 for students with IEPs.)* · Refer to AACPS technology misuse guide.	· Loss of privileges · Restorative Practices · 5 Questions Conversation · Responsive Circle *(only if safe & affected person is willing)* · Temporary removal from class · In-school Intervention (ISI) · Detention · Parent/Guardian Conference · Referral to Charles L. Leisure Programs ADP[1] | BBLP[2] | RAP[3] | ATUP[4] · Restitution · In-school Suspension (ISS) · Short-term Suspension 1–3 days, Level 3 or 4 Offense · Long-term Suspension 4–10 days, Level 4 or 5 Offense *(not for attendance-related offenses)* · Extended Suspension 11–45 days, Grade 3, 4 or 5, Level 5 Offense · Referral to Educational Options Setting · Expulsion, 46–365 days *(as applicable by law)* · School Vehicle Suspension, 1–7 days *(See p. 28 for students with IEPs.)* · Refer to AACPS technology misuse guide.

INFRACTIONS, INTERVENTIONS AND CONSEQUENCES continued

Grades 6–12 Infractions

Contact AACPS Offices† (in order listed)	1	2	3	4	5
Absenteeism/Tardiness *(Chronic)* (RP) **PPW**	●	●	●		
Academic Dishonesty *(Cheating and Plagiarism)*	●	●	●		
Alcohol and Other Drugs *Referral to ADP[1]* — *Possession* **SS/Police**			●	●	●
Alcohol and Other Drugs *Referral to ADP[1]* — *Consumption* **/SS/Police**	●	●	●	●	●
Alcohol and Other Drugs *Referral to ADP[1]* — *Distribution/ Possession w/Intent to Distribute* **SS/Police**					●
Ammunition **SS/Police**	●	●	●	●	●
Arson/Fire *(See Matches/Lighter)* **911/SS**					●
Attack on… *Students, Others and Staff Referral to RAP[3] (See Glossary p. 41)* — *Category I (Serious Injury)* **/SS**					●
Attack on… *Students, Others and Staff Referral to RAP[3] (See Glossary p. 41)* — *Category II (Minor Injury)* (RP)				●	●
Attack on… *Students, Others and Staff Referral to RAP[3] (See Glossary p. 41)* — *Category III (Without Injury)* (RP)			●	●	
Attack on… *Students, Others and Staff Referral to RAP[3] (See Glossary p. 41)* — *Category IV (Threat)* (RP) *Threat Assessment Required* **SS**	●	●	●	●	
Bias Behavior/Language (RP) **SOS** *Referral to BBLP[2]*	●	●	●	●	●
Bomb Threat **SS/Police**				●	●
Bullying/Cyberbullying *Referral to RAP[3]* (RP) *(Investigate within two school or business days)*			●	●	●
Cell Phone Misuse/Electronic Device Misuse (RP)	●	●	●	●	●
Class Cutting	●	●	●		
Demonstration and Mass Protest **SS/Police**	●	●	●	●	●
Destruction of Property/Vandalism (RP)		●	●	●	●
Disrespect Toward Others (RP)	●	●	●		
Disruption to Classroom/School (RP) *(Chronic and Extreme) (See inciting or Participating in a School Disturbance)*	●	●	●	●	●
Disruptive Clothing or Appearance	●	●	●		
Extortion/Strong Arming/Blackmail **SS/Police**	●	●	●	●	●
False Fire Alarm **SS/Police**	●	●	●	●	●
False Information/Accusations	●	●	●	●	●
Fighting *(Physical) (in the same school year)* — *1st Offense Referral to RAP[3]* (RP)	●	●	●	●	
Fighting *(Physical) (in the same school year)* — *2nd Offense Referral to RAP[3]* (RP)				●	●
Fighting *(Physical) (in the same school year)* — *3rd Offense* (RP) *Referral to a school-based crisis team*				●	●
Fireworks/Explosives **SS/Police**	●	●	●	●	●
Forgery/Counterfeit Currency **SS/Police**		●	●	●	●
Gambling	●	●	●		

Contact AACPS Offices† (in order listed)	1	2	3	4	5
Gang-Related Activity **SS/Police**			●	●	●
Harassment/Intimidation (RP) *Referral to RAP[3]*	●	●	●	●	●
Hazing	●	●	●	●	●
Improper Physical Contact	●	●	●	●	●
Inappropriate Language *(Students/Adults)* (RP)	●	●	●	●	
Inciting or Participating in a School Disturbance			●	●	●
Insubordination (RP)	●	●	●	●	●
Leaving an Area, Class and/or School Grounds without Permission (RP) **SS/Police** *(Only report if unable to locate)*	●	●	●	●	
Matches/ Lighter(s) — *Possession*	●	●	●	●	●
Matches/ Lighter(s) — *Use of (see Arson/Fire)* **SS/Police**					●
Misuse of Social Media (RP)	●	●	●	●	●
Putting substances in another) person's food or drink or on a person's body or environment **SS/Police**	●	●	●	●	●
School Uniform *(Violation of)*	●	●	●		
Sexual Activity (T9) **Police**	●	●	●	●	●
Sexual Assault (T9) **SS/Police**					●
Sexual Harassment (T9) **Police**	●	●	●	●	●
Stealing and/or Theft (RP) **SS/Police**	●	●	●	●	●
Technology Misuse *(See Glossary p. 44)* — *Category I*					●
Technology Misuse *(See Glossary p. 44)* — *Category II*				●	●
Technology Misuse *(See Glossary p. 44)* — *Category III*			●	●	●
Technology Misuse *(See Glossary p. 44)* — *Category IV*		●	●		
Threats of Mass Violence **SS/Police**	●	●	●	●	●
Tobacco *Referral to ATUP[4]* — *1st Offense*	●	●	●		
Tobacco *Referral to ATUP[4]* — *Further Offenses*	●	●	●	●	●
Trespassing **SS/Police**		●	●	●	●
Unsafe Action(s)		●	●	●	●
Verbal Altercation (RP)	●	●	●		
Weapons *(Including Look-alike Guns)* — *Possession of Other Weapons (Includes Knives, Look-alike Guns)* **SS**	●	●	●	●	●
Weapons *(Including Look-alike Guns)* — *Distribution of Weapons* **Police/SS**					●
Weapons *(Including Look-alike Guns)* — *Use of Weapon to Cause or Attempt to Cause Injury* **SS/Police**				●	●
Weapons *(Including Look-alike Guns)* — *Possession of Firearm* **SS/Police**					✹

†AACPS Offices

The Division of School Security (SS) may provide additional guidance regarding contacting police, fire, other AACPS components, or outside agencies.

: School Nurse
SS: School Security
PPW: Pupil Personnel Worker

Major Incident Referral

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Charles L. Leisure Programs

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3: RAP– Responsible Actions Program
4: ATUP – Alternatives to Tobacco Use Program

Icons

Reporting Form p. 39 (for Bullying/Cyberbullying, Harassment, Sexual Harassment, or Intimidation)
(T9) Referral to Title IX Coordinator
(RP) Restorative Practices Implementation
✹ Automatic Expulsion

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Level 1	Level 2	Levels 3, 4, and 5
Classroom level intervention If these interventions are successful, Office Discipline Referral (ODR) to the school administrator may not be necessary. **Parent/guardian notification required.**	Appropriate when level 1 intervention has been ineffective In some cases, Office Discipline Referral (ODR) to the school administrator may be necessary. **Parent/guardian notification required.**	Appropriate when previous intervention levels have been ineffective, or due to the severity of the infraction Office Discipline Referral (ODR) required. **Parent/guardian notification required.**

Grades 6–12 Interventions and Consequences

Progressive Options to Address Student Behaviors

Level 1	Level 2	Levels 3, 4, and 5
· Warning · Student conference · Restorative Practices · 5 Questions Conversation · Supervised calm/cool-down time inside of classroom · Opportunity to apologize · Confiscation of item · Loss of privileges · Preferential seating · Parent/Guardian Conference · Referral to Charles L. Leisure Behavioral Support Programs ADP[1] | BBLP[2] | RAP[3] | ATUP[4] · Restitution	· Supervised calm/cool-down time inside/outside of classroom · Restorative Practices · 5 Questions Conversation · Responsive Circle *(via school's Circle Request System only if safe & affected person is willing)* · Loss or suspension of privileges · In-school Intervention (ISI) · Temporary Removal from class · Class or schedule change · Detention · Parent/Guardian Conference · Referral to Charles L. Leisure Behavioral Support Programs ADP[1] | BBLP[2] | RAP[3] | ATUP[4] · School Vehicle Suspension, 1–7 days *(See p. 28 for students with IEPs.)* · Refer to AACPS technology misuse guide.	· Loss of privileges · Restorative Practices · 5 Questions Conversation · Responsive Circle *(via school's Circle Request System only if safe & affected person is willing)* · In-school Intervention (ISI) · Temporary removal from class · Detention · Parent/Guardian Conference · Referral to Charles L. Leisure Behavioral Support Programs ADP[1] | BBLP[2] | RAP[3] | ATUP[4] · Restitution · In-school Suspension (ISS) · Short-term Suspension, 1–3 days *(Level 3 or 4 Offense)* · Long-term Suspension, 4–10 days *(Level 4 or 5 Offense) (not for attendance-related offenses)* · Extended Suspension, 11–45 days *(Level 5 Offense)* · Referral to Educational Options Setting · Expulsion, 46–365 days *(as applicable by law)* · School Vehicle Suspension, 1–7 days *(See p. 28 for students with IEPs.)* · Refer to AACPS technology misuse guide.

BEHAVIOR ON SCHOOL VEHICLES



Riding a school vehicle, including buses and vans, is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school vehicle or the safety of students riding the school vehicle. School suspension is a possible sanction.

Behavior or activity jeopardizing the safe operation of the school vehicle or interfering with the welfare of other vehicle occupants is prohibited. The school vehicle 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. Generally, misconduct on a school vehicle 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. (See: The Code of Student Conduct Infractions and Levels of Consequences)

Video/Digital Cameras and Audio Recording Devices

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

Potential Consequences for violations related to transportation for all students include, but are not limited to:

1st Offense	2nd Offense	3rd Offense	4th Offense
Parent contact required Appropriate action required Student conference Seat change on school vehicle School vehicle or school suspension commensurate with offense The Code of Student Conduct implemented as appropriate (see pg. 13 or 15)	School Vehicle Suspension	School Vehicle Suspension	School Vehicle Suspension

Appropriate Action Required

Additional school vehicle or school suspension commensurate with offense

Implement Code of Student Conduct as appropriate (see pg. 13 or 15)

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 School Vehicle 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 vehicles, using the same procedure available for recovery of damages to school property.

*[JCG-RA]**

[Board Policy/Administrative Regulation]

School Vehicle Behavior Expectations & Safety Requirements for All Students

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

1. At the School Vehicle Stop

- Exercise safe pedestrian practices while on the way to the waiting area for the school vehicle stop.
- Students need to be in line ready to board the school vehicle 10 minutes before the scheduled pickup. Do not sit in vehicles until the school vehicle arrives.
- Wait in a quiet and orderly manner and respect private property.
- Stay on the side of the roadway controlled by the school vehicle warning lights.
- Where same side service is provided, do not cross the roadway for any reason. Please remain at the designated school vehicle stop on the same side of the road where you live.
- Be aware, cautious, and respectful of traffic.
- Wait in a safe place, clear of traffic, and away from where the school vehicle stops.

2. When the School Vehicle Arrives

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

3. On the School Vehicle

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

4. Exiting the School Vehicle

- Remain seated until the school vehicle comes to a complete stop.
- Exit the school vehicle at the school vehicle stop area in an orderly manner.
- Exit at your designated school vehicle stop.
- Check traffic from all directions, then check again.
- Before exiting the school vehicle, be certain that all traffic in all directions has stopped.
- When safe to exit, do so promptly.
- Be aware of and avoid the "danger zone," the 12-foot area immediately surrounding the stopped school vehicle.
- Be sure that you can see the school vehicle driver's eyes while near the school vehicle.
- If crossing a street controlled by school vehicle warning lights, cross promptly after checking that all traffic in all directions has stopped. Only cross in front of the school vehicle.
- Exercise safe pedestrian practices while on the way from the school vehicle stop to your home.



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



Right to Freedom of Religion

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

This section includes only a summary of laws, policies, and regulations that affect students. It is not a definitive statement of student rights in any situation. For additional information, please read the specific laws, policies, and regulations referenced throughout this Handbook. AACPS policies and regulations are available on the school system's website at www.aacpsschools.org/boardpolicies/.

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

*[Board Policy/Administrative Regulation]



Right to Freedom from Corporal Punishment

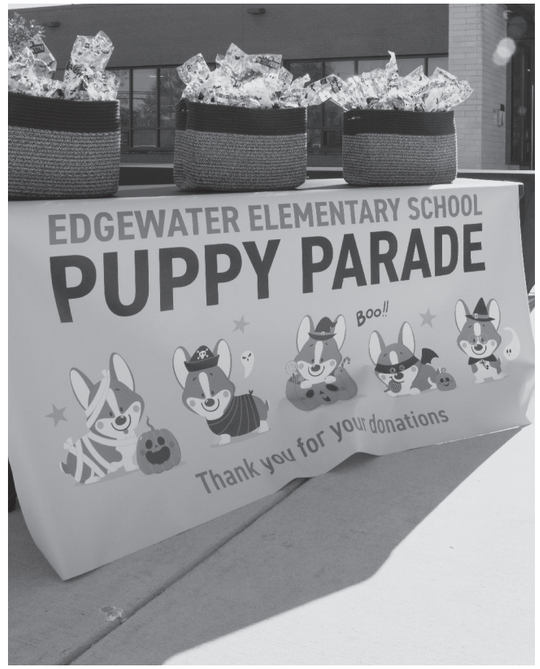
State law prohibits employees of Anne Arundel County Public Schools from administering corporal punishment.
[JCC-RAH]

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 is not required of any student.
*[IKA/IKA-RA]**

Right to Freedom from Unreasonable Search and Seizure of Property

A student has the right to freedom from unreasonable search and seizure of their 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 a student has an item in their possession of which, is a criminal offense or a violation of an AACPS policy or regulation. Searches may include the student and their locker, desk, automobile, AACPS owned computing resources including all data stored on the AACPS network, or personal belongings. Students shall not be asked or required to disrobe. Accordingly, strip searches are not permissible.
*[JCC-RA]**



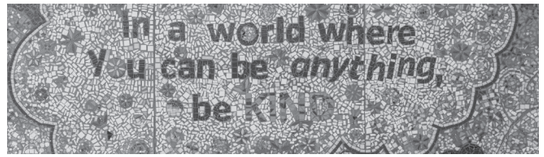
Right to Conduct Activities in School Buildings

Board policy and administrative regulation provide 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, gender identity, gender expression, or disability except where the purpose of the activity requires qualifications.
*[JC | JCL/JCL-RA] **

*[Board Policy/Administrative Regulation]



Right to Due Process and Appeal

When students are alleged to have violated a policy or regulation, they have the right to certain due process protections. This right means students 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 or regulation, the parent/guardian may use the student complaint process, Board of Education Policy JCH and Administrative Regulation JCH-RA – Student Complaints Related to Policy, Law, or Regulations to initiate an appeal in writing to the principal who will forward the appeal to the Network Assistant Superintendent.

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

Right to Freedom from Harassment, Sexual Harassment, and Discrimination

AACPS is governed by federal, state, and local anti-discrimination laws. AACPS complies with and enforces the aforementioned laws. To address these, AACPS has adopted policies and guidelines that forbid discrimination in educational opportunities based on race, ethnicity, color, religion, national origin, sex, age, marital status, sexual orientation, gender, gender identity, gender expression, disability, military status, or homeless status. AACPS also complies with Title IX of the Education Amendments Act of 1972. Pursuant to Title IX, a Title IX Coordinator has been designated by AACPS and listed on the website. AACPS provides a fair and equitable process to all parties involved. If a student or parent/guardian believes that a student has been discriminated against or subjected to harassment on this basis, the parent/guardian or student may file a complaint with the Title IX Coordinator. Additionally, per Administrative Regulation GBV-RA, dating and sexual relationships between employees, adult volunteers, and students are prohibited.

*[AC | JAC/JAC-RA | JCH/JCH-RA | JCCA/JCCA-RA | JO/JO-RA | JP | JQ/JQ-RA | GBV/GBV-RA]**



Participation in Senior Activities

Graduating students who violate AACPS policies and regulations on possession, consumption, or distribution of alcoholic beverages, controlled dangerous substances, counterfeit controlled dangerous substances, noncontrolled substances, or other intoxicants at any time during the last four weeks of school prior to the last scheduled day for graduating students, or during the time between the last scheduled day and the graduation ceremony, whether the activity takes place on school vehicles, 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.

*[IID/IID-RA | 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. A student who violates any AACPS policies or regulations will be disciplined individually. Students who feel they have been subject to unfair punishment have the right to file a complaint, beginning with a school administrator.

*[JCH/JCH-RA]**

*[Board Policy/Administrative Regulation]



Social Media

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.

Failure to use social media in accordance with AACPS policies and regulations may result in disciplinary action.

*[JCCC/JCCC-RA]**

Right to Confidentiality of and Access to Student Records

The Family Educational Rights and Privacy Act (FERPA) affords parents/guardians of students under age 18 and eligible students, age 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 U.S. 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 or the parent/guardian must complete a request form. Other than school staff, no additional person may inspect, review, or transfer student educational records without:

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

Under the provisions of FERPA, the district may release educational records to other school systems, colleges, and universities to which the student intends to enroll or transfer without written consent. The district may also release directory information to State or federal agencies for the purpose of providing students with information related to college admissions, financial aid, or scholarship. This information may also be released to a branch of the U.S. armed forces for purposes of providing students with career and educational opportunities made available through the armed forces. The district may release directory information without consent unless the eligible student or parents/guardians 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]**

*[Board Policy/Administrative Regulation]





Students are responsible for treating each other fairly and for behaving in compliance with school policies, regulations, and reasonable directions from school staff.

Care of Property by Students

State regulations require that restitution be made by a student or the student's parent/guardian in cases where the student damages, destroys, or substantially decreases the value of school property or the property of another that was on school property during or as a result of a violation of State or local law, policy, or regulation. The principal shall determine the appropriate amount of restitution and the form in which the restitution may be made, to include monetary restitution, the student's assignment to a schoolwork project, or both. Failure to make the necessary restitution may result in discipline in accordance with the AACPS Code of Student Conduct.
[JCG-RA]*

Academic Integrity

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 Policy IN and Regulation IN-RA - Academic Integrity at the start of the school year and throughout the school year, based on their enrollment, 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 or gang-like activity, regardless of whether schools are in session, within Board of Education owned or leased property, including school buildings or on school grounds; on school vehicles 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. Gang and gang-like activities include:

- Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblem, badge, symbol, sign, or other item associated with the membership in or affiliation with any gang.
- Commission of any act which furthers the interests of any gang, gang-like activity, or act of violence, including:
  - 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;
  - threatening or provoking fights, flashing colors, or making other verbal threats;
  - marking or defacing school property with messages, symbols, or slogans that may signify gang affiliation;
  - displaying gang apparel, signs, symbols, or slogans on personal property;
  - engaging in physical confrontations where one or more persons confront another individual or group; and
  - using electronic devices such as cell phones or computers to communicate gang activities while on school property or at a school sponsored activity.

[JCCB | JCCB-RA]*

AACPS CELL PHONE GUIDELINES

Maximizing Instructional Time

Cell Phone Usage

BEFORE AND AFTER SCHOOL
(Elementary School/Middle School)

DURING LUNCH
(High School Only)

Do Not Use Your Cell Phone

DURING ALL SCHOOL HOURS
Cell phones should be out of sight and turned off or on silent mode. The use of ear buds, headphones, and smart watch communication are prohibited during all such times.

In a manner that is inappropriate or out of alignment with AACPS Student Code of Conduct or approved technology use.

AACPS cell phone guidelines are continually under review. Students and families will be notified of any change.

STUDENT ATTIRE

Students are to dress in clothes that promote a safe and respectful learning environment. Clothes that create a disruptive environment or cause a health or safety hazard, are not appropriate and not acceptable at school. School personnel will consistently and uniformly enforce this dress code.
[JCD | JCD-RA]*

Students are Not Permitted to Wear

- Articles of clothing that promote drugs, alcohol, profanity, obscenity, violence, and symbols of hate;
- Articles of clothing that promote gang colors, gang affiliation, gang initiation, or gang-related signs;
- Clothing that intentionally shows private parts.

HATS
May not obscure face or profile.

MASKS
As appropriate, required, or by choice.

SHOES
As appropriate and required.

STUDENT RESPONSIBILITIES continued



Technology Resource Use by Students

For AACPS technology-related resources, including hardware, software, online systems, and approved mobile devices, that are accessed by minors, and in accordance with the Children's Internet Protection Act, AACPS has implemented technology protection measures to block or filter Internet access to pictures and sites that are inappropriate or harmful to minors. Use of instructional technology devices and applications that are sanctioned by AACPS are accompanied by parent/guardian and student acknowledgment of the review of the Student Handbook. Students who use AACPS network technology resources shall be subject to Administrative Regulation JCC-RAA – Technology Use by Students.
*[JCC-RAA]**

Students Using Technology Resources Will:

- Receive a loaner computing device upon request, per the terms of the AACPS Student Device Loaner Program, if devices are available. Families will be provided with the opportunity to obtain device insurance for all loaned devices.
- Assume responsibility for loss, theft, or damage to the device and power adapter. The cost of replacement or repair of this device is based on the current model used by AACPS and is determined at the time of incident.
- Take appropriate steps to prevent loss, theft, or damage (except for damage attributed to normal wear and tear as determined by AACPS), or misuse of the device.
- Report a lost, stolen, or damaged device to the principal/designee at their school immediately.
- Use personal assistive technology in schools, if approved for instructional purposes. Students may connect approved personal assistive technology to the AACPS Hotspot guest wireless network.
- Use appropriate language in a courteous and respectful manner in electronic communication.
- Use only AACPS-approved tools and electronic or cloud-based resources (e.g. Microsoft Office 365, Microsoft Apps, Google Workplace for Education, Google Apps, Canvas, Adobe Creative Cloud, etc.).
- 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 assigned AACPS user accounts and passwords only for school related activities and schoolwork.
- Use assigned AACPS user accounts and devices in an ethical, responsible, and legal manner for school related tasks.
- Comply with and respect copyright law, fair use guidelines, as well as intellectual property rights of others.
- Return all assigned technology devices to the enrolled school before the last day of school or withdrawal from AACPS. This includes transfer to charter schools and Home and Hospital.
- Transport devices properly, with the screen closed, to prevent bending, torquing or damage.
- Clean screens with soft, dry microfiber cloth or anti-static cloth.

[DI/DI-RA]*

Students Using Technology Resources Will Not:

- Use any AACPS user account for non-school related activities.
- Share user account information or passwords with others.
- Use electronic or cloud-based resources for commercial, personal, or illegal purposes in any manner that would violate AACPS Board policies, administrative regulations, or State or Federal laws or regulations.
- Conduct unauthorized copying or storage of licensed software, download or copy files without permission, or install personal software on computers.
- Remove or damage hardware, software, applications, or peripherals.
- Attempt to override or bypass security restrictions or content filtering on computer devices, networks, or Internet access.
- Access unauthorized hardware or software.
- Access hardware or software with the intent to do harm.
- Create, access, or distribute offensive, obscene, bullying, or inflammatory materials electronically.
- Connect non-AACPS approved personal devices such as laptops or mobile devices to AACPS' administrative network.
- Loan, sell, or transfer ownership of assigned technology devices, bags, and/or peripherals.
- Consume food or beverages around the device.
- Deface devices with writing, drawings, stickers, or intentional scratches.
- Place heavy objects on top of the device.

Directed Internet Use

- Requires appropriate adult supervision.
  Staff members, guardians, or their approved adult designees must be present to actively monitor student access to the Internet.
- Internet use is permitted at all grade levels and in compliance with Administrative Regulation DI–RA – Technology Use and Security.

Penalties

Consequences for inappropriate use of technologies are in:

- DI – Technology Use and Security
- Dl-RA – Technology Use and Security
- JCC-RAA – Technology Use by Students
- JCG-RA – Care of Property by Students
- Code of Student Conduct (pp. 12–15 Technology Misuse).

*[JCC-RAA | DI/DI-RA | JCG-RA]**



STUDENT DISCIPLINE

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 Discipline Referral that may result in interventions or consequences based on the nature of the of Board policy or the Code of Student Conduct. (See pages 10–15 for Supports and Interventions, Infractions, and Levels of Consequences and pages 16–17 for Behavior on School Vehicles). Parent/guardian involvement is critical to the creation of safe and orderly environments. Parent/guardian notification is required at all levels of interventions and consequences, and it is mandatory whenever there is the possibility that a student may be removed from the school environment.

Disciplinary Action

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

- reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior;
- be designed to keep students connected to school so they may be college and career ready;
- describe the conduct that may lead to in-school and out-of-school suspension or expulsion;
- allow for discretion when imposing discipline;
- address the ways the educational and counseling needs of suspended students will be met;
- and explain why and how long-term suspensions, extended suspensions or expulsions are last-resort options.

(COMAR 13A.08.01.11)

Students Returning to School after Completing their Disciplinary Sanction

Reinstatement from a Short-term or Long-term Suspension

A student who is suspended from school shall be allowed to return to school on the day that the terms and conditions of the suspension have been met whether the student or parent/guardian has filed an appeal of the suspension.

If a student has been suspended, the principal may not return the student to the classroom without conferring with the teacher, other teachers, as appropriate, other appropriate school personnel, the student, and the student's parent/guardian.

(COMAR 13A.08.01.11)

Readmission from an Extended Suspension or Expulsion

As a student approaches their readmission date, a representative of the Division of Safe and Orderly Schools will contact the parent/guardian to review the readmission process.

After a student is placed on extended suspension or expulsion from school, and has served the discipline sanction, the student has the right to return to their community school if circumstances warrant such. In certain circumstances, a student might not be permitted to return to their home or neighborhood school. 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 Division of Safe and 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 a local school system from another state (private or public) while serving a discipline sanction, must be processed through the Division of Safe and Orderly Schools. The Superintendent of AACPS reserves the right to uphold the discipline sanction and decision of another local school system superintendent within the State of Maryland and from another state.

DEFINITIONS

Short-Term Suspensions (1–3 Days)

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

Long-Term Suspensions (4–10 Days)

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

Extended Suspension (11–45 Days) (Grades 3–12)

The exclusion of a student from a student's regular program for a time period between 11–45 school days, which only may occur under the following circumstances:

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

b. The Superintendent or Superintendent's designee limits the duration of the exclusion to the shortest period practicable; and

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

Expulsion (46–365 Days)

The exclusion of the student from the student's regular school program for 46–365 days which only may occur under the following circumstances:

a. The Superintendent or Superintendent's designee has determined that:
   i. The student's return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students or staff;
   ii. The Superintendent or Superintendent's designee limits the duration of the exclusion to the shortest period practicable; and

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

c. Possession or use of a firearm will result in an expulsion in accordance with federal and state law.

ASSIGNED SCHOOL WORK

Students who are removed from the educational setting for disciplinary purposes must be provided with assignments they have or will be missing beginning the first day of disciplinary removal. All the students' teachers are required to provide assignments within 3 school days 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.

Pre-K–Grade 2 Suspension

- A student in grades Pre-K–2 may only be suspended 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.
- The Pre-K–2 Consultation Between School Administrator and Mental Health Professional Form must be completed to determine that there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions or supports.

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 support commensurate with that provided in the educational setting.
- In-School Intervention will include interventions such as restorative conversation, opportunity for reflection, reteaching, academic support, and peer interaction.
- Removals during an In-School Intervention are not considered a suspension from school and do not count toward the cumulative days of removal.

*[JD/JD-RA]**

*In-School Intervention for Students with Disabilities***

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/guardians must be notified in writing of an In-School Intervention for students with disabilities.

*[JD/JD-RA]**

In-School Suspension

- 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 due process and the parents/guardians must be informed in writing of the suspension. In-School Suspensions count towards the cumulative total of suspension days for a school year.
- The student must receive appropriate instructional support commensurate with that provided in the educational setting.

*[JD/JD-RA]**

*In-School Suspension for Students with Disabilities***

If the student receives special education services, or has a 504 Plan, they must continue to receive the services identified on their IEP/504 Plan during an In-School Suspension.

- Removals during an In-School Suspension are considered a suspension from school and do count toward the cumulative days of removal.
- Parents/guardians must be notified in writing of an In-School Suspension.

*[JD/JD-RA]**

School Vehicle Suspension

The removal from the school vehicle for 1–10 days or for the remainder of the year because of a serious or chronic and extreme disruption to the transportation process.

- Parents/guardians must be notified in writing of a School Vehicle Suspension.

*[JD/JD-RA]**

*School Vehicle Suspension Procedures for Students with Disabilities***

The principal or the principals' designee will meet with the student to explain the allegations against the student and allow the student to respond to them.

- Suspension from transportation services that are identified as related services on a student's IEP/504 Plan and prevent a student with disabilities from having access to their special education program is the same, in effect, as a suspension for an entire school day.
- Therefore, suspension from transportation in this case is counted, for the purposes of the 10-school-day consideration, as a suspension from school.
- Parents/guardians must be notified in writing of a School Vehicle Suspension.

*[JD/JD-RA]**

***Education Improvement Act of 2004 (IDEA) and Section 504 Procedural Safeguards of the Rehabilitation Act of 1973*

Reinstatement from School Vehicle Suspension

- A student who is suspended from school shall be allowed to return to school on the day that the terms and conditions of the suspension have been met whether the student or parent/guardian has filed an appeal of the suspension.
- If a student has been suspended from the school vehicle, the principal or the principal's designee may not return the student to the classroom without conferring with the other appropriate school personnel, the student or the student's parent/guardian.

*(COMAR 13A.08.01.11) [JD/JD-RA]**

Short-term and Long-term Suspensions (1–10-day Removal/Grades 3–12)

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. Suspension days range from a short-term suspension (one to three days) or a long-term suspension (four to ten school days). The administration, after completion of an investigation, determines if there is an imminent threat of serious harm to other students or staff that can be reduced or eliminated through interventions and supports.

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

*(COMAR 13A.08.01.11) [JD/JD-RA]**

*Short-term and Long-term Suspensions (1–10-day Removal/Grades 3–12) for Students with Disabilities***

- Students with disabilities whose behavior has created a substantial barrier to learning for others may receive disciplinary sanctions, including suspension.
- If a student is subject to a suspension(s) totaling 10 school days per year, (including all schools the student has been enrolled in) the appropriate procedure set forth in the regulation shall apply. Such a suspension may not constitute a change in the student's educational program.
- The principal has the authority to remove a student for behavior that has created a substantial barrier to learning for others (not to exceed 10 school days) at the principal's discretion.
- The principal or the principals' designee will meet with the student to explain the allegations against the student and allow the student to respond to them.
- Parents/guardians must be informed in writing of the decision to suspend their child from school.
- Educational services must be provided to the student during the suspension period.
- Procedural safeguards required by the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and Section 504 Procedural Safeguards of the Rehabilitation Act of 1973 must be followed.
- 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 Section 7-305 of the Annotated Code of Maryland.
- If the student has been referred for determination of eligibility for special education or Section 504 services, or if there is evidence that the school should have known that the student may be eligible for special education or 504 services, procedural safeguards afforded students who have been determined eligible for special education and Section 504 services shall be followed.
- In making its determination, the IEP/504 team shall consider all relevant information from Regulation JD-RA – Student Suspension and Expulsion including the students IEP/504 plan and assessments, information in the educational record, disciplinary information, and information from the student's teachers and parents/guardians.

*(COMAR 13A.88.01.11(C)) [JD/JD-RA]**

**[Board Policy/Administrative Regulation]*

Extended Suspension (11-45-day Removal/Grades 3-12)

If a principal has determined that a student should be removed from the regular program for an extended suspension, the appropriate procedure set forth in the Regulation JD-RA – Student Suspension and Expulsion shall apply:

- The principal will meet with the student and parent/guardian regarding the suspension and the principal's proposal to request an extended suspension from the Superintendent. The principal must inform the parent/guardian and student of the charges and the policies or regulations allegedly violated.
- Notice of the meeting must be in writing and must inform the parent/guardian and student of the violations of the policies or regulations allegedly violated. The letter must also include the preliminary findings of the initial investigation.
- A Special Assistant for the Division of Safe and Orderly Schools will meet with the student and the parent/guardian within 10 days of the student's removal from school and a disciplinary conference will be held to determine the alleged violations.
- After conducting the conference with the student, the parent/guardian, and school officials, the Special Assistant will report the findings of the investigation to the Superintendent or the Superintendent's designee.
- The Superintendent or the Superintendent's designee will determine whether to grant the principal's request for extended suspension. If granted, notice of this decision must be in writing and must inform the parent/guardian of the charges and the policies or regulations violated, the educational services provided to the student during the extended suspension, if any, the readmission to school process, and the parent/guardian's appeal process and timelines.
- If the principal's request for extended suspension is denied, the principal or principal's designee will contact the parent/guardian to schedule a readmission conference with the parent/guardian and the student who is suspended from school shall be allowed to return to school on the day that the terms and conditions of the extended suspension have been met whether the student or parent/guardian has filed an appeal of the extended suspension.
- Such a suspension will constitute a change in the student's educational program.
- The Superintendent's decision may be appealed to the Board of Education of Anne Arundel County by writing to the President of the Board of Education within 10 days after receipt of the letter of notification of extended suspension.
- If the parent/guardian disagrees with the Board's decision, the parent/guardian may appeal in writing to the Maryland State Board of Education within 30 days of the date of the Board's decision.

*[JD /JD-RA] **

*Extended Suspension (11-45-day Removal/ Grades 3-12) for Students with Disabilities***

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

- The principal will meet with the student and parent/guardian regarding the suspension and the principal's proposal to request an extended suspension from the Superintendent. The principal must inform the parent/guardian and student of the charges and the policies or regulations allegedly violated.
- Notice of the meeting must be in writing and must inform the parent/guardian and student of the violations of the policies or regulations allegedly violated. The letter must also include the preliminary findings of the initial investigation.
- Parents/guardians must be informed in writing of the decision to suspend their child from school.
- Educational services must be provided to the student during the suspension period.
- Procedural safeguards required by the IDEA and Section 504 Procedural Safeguards of the Rehabilitation Act of 1973 must be followed.
- If a student is subject to a suspension(s) totaling more than 10 school days per year, the appropriate procedure set forth in the Regulation JD-RA - Student Suspension and Expulsion shall apply.
- If the student has been referred for determination of eligibility for special education or Section 504 services, or if there is evidence that the school should have known that the student may be eligible for special education or 504 services, procedural safeguards afforded students who have been determined eligible for special education and Section 504 services shall be followed.
- In any disciplinary case in which the Superintendent or Superintendent's designee determines that suspension for more than 10 school days per year is warranted, the IEP or Section 504 team shall convene within three calendar days of the disciplinary removal to determine whether the conduct resulted in the disciplinary action was a manifestation of the student's disability.
- In making its determination, the IEP/504 team shall consider all relevant information from Regulation JD-RA - Student Suspension and Expulsion, including the students IEP/504 plan and assessments, information in the educational record, disciplinary information, and information from the student's teachers and parents/guardians.
- The IEP/504 team may not remove the student from the current educational placement for more than 10 days unless the IEP/504 team has determined that the conduct which prompted the disciplinary action was not a manifestation of the student's disability.
- A Special Assistant for the Division of Safe and Orderly Schools will meet with the student and the parent/guardian within 10 days of the student's removal from school and a disciplinary conference will be held to determine the alleged violations.
- After conducting the conference with the student, the parent/guardian, and school officials, the Special Assistant will report the findings of the investigation to the Superintendent or the Superintendent's designee.
- The Superintendent or the Superintendent's designee will determine whether to grant the principal's request for extended suspension. If granted, notice of this decision must be in writing and must inform the parent/guardian of the charges and the policies or regulations violated, the educational services provided to the student during the extended suspension, if any, the readmission to school process, and the parent/guardian's appeal process and timelines.
- If the principal's request for extended suspension is denied, the principal or principal's designee will contact the parent/guardian to schedule a readmission conference with the parent/guardian and the student who is suspended from school shall be allowed to return to school on the day that the terms and conditions of the extended suspension have been met whether the student or parent/guardian has filed an appeal of the extended suspension.
- The Superintendent's decision may be appealed to the Board of Education of Anne Arundel County by writing to the President of the Board of Education within 10 days after receipt of the letter of notification of extended suspension.
- If the parent/guardian disagrees with the Board's decision, the parent/guardian may appeal in writing to the Maryland State Board of Education within 30 days of the date of the Board's decision.
- Such an extended suspension will constitute a change in the student's educational program.

*(COMAR 13A.08.01.11) [JD/JD-RA] **

Reinstatement from an Extended Suspension

- A student who is suspended from school shall be allowed to return to school on the day that the terms and conditions of the suspension have been met whether the student or parent/guardian has filed an appeal of the suspension.
- As a student approaches their readmission date, a representative of the Division of Safe and Orderly Schools will contact the parent/guardian to review the readmission process.
- In certain circumstances, a student might not be permitted to return to their home or neighborhood school. After a student is placed on extended suspension from school, parent/guardian have the right to appeal the extended suspension.
- Students who receive an alternative education service while meeting the terms of their discipline sanction will transition back to a comprehensive school through the readmission process through the Division of Safe and Orderly Schools at the conclusion of the extended suspension.
- 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 Division of Safe and Orderly Schools.

(COMAR 13A.08.01.11)

***Education Improvement Act of 2004 (IDEA) and Section 504 Procedural Safeguards of the Rehabilitation Act of 1973*

**[Board Policy/Administrative Regulation]*

Expulsion (46-365-Day Removal/Grades 3-12)

Possession or use of a firearm will result in an automatic expulsion in accordance with federal and state law. 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. If the principal has determined that a student should be removed from the regular program for an expulsion, the following procedure set forth in the regulation shall apply:

- The principal will meet with the student and parent/guardian regarding the expulsion and the principal's proposal to request an expulsion from the Superintendent.
- Parents/guardians must be informed in writing of the decision to expel their child from school.
- Educational services must be provided to the student during the expulsion period.
- The principal must inform the parent/guardian and student of the charges, and the policies or regulations allegedly violated.
- Notice of the meeting must be in writing and must inform the parent/guardian and student of the violations of the policies or regulations allegedly violated. The letter must also include the preliminary findings of the initial investigation.
- A Special Assistant for the Division of Safe and Orderly Schools will meet with the student and the parent/guardian within 10 days of the student's removal from school and a disciplinary conference will be held to determine the alleged violations.
- After conducting the conference with the student, the parent/guardian, and school officials, the Special Assistant will report the findings of the investigation to the Superintendent or the Superintendent's designee.
- The Superintendent or the Superintendent's designee will determine whether to grant the principal's request for expulsion. If granted, notice of this decision must be in writing and must inform the parent/guardian of the charges and the policies or regulations violated, the educational services provided to the student during the expulsion, if any, the readmission to school process, and the parent/guardian's appeal process and timelines. If the principal's request for expulsion is denied, the principal or principal's designee will contact the parent/guardian to schedule a readmission conference with the parent/guardian and the student who is suspended from school shall be allowed to return to school on the day that the terms and conditions of the expulsion have been met whether the student or parent/guardian has filed an appeal of the expulsion.
- 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 expulsion.
- If the parent/guardian disagrees with the Board's decision, the parent/guardian may appeal in writing to the Maryland State Board of Education within 30 days of the date of Boards' decision.
- Such an expulsion will constitute a change in the student's educational program.

*(COMAR 13A.08.01.11) [JD/JD-RA]**

*Expulsion (46 to 365-Day Removal/Grades 3-12) for Students with Disabilities***

If a principal has determined that a student should be removed from the regular program for an expulsion, the following will occur:

- The principal will meet with the student and parent/guardian regarding the expulsion and the principal's proposal to request an expulsion from the Superintendent.
- Parent/guardian must be informed in writing of the decision to expel their child from school.
- Educational services must be provided to the student during the expulsion period.
- The principal must inform the parent/guardian and student of the charges and the policies or regulations allegedly violated.
- Notice of the meeting must be in writing and must inform the parent/guardian and student of the violations of the policies or regulations allegedly violated. The letter must also include the preliminary findings of the initial investigation.
- The IEP/504 team must meet within three 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. The school is prohibited from carrying out any discipline that would exclude the student on the basis of disability. However, the Superintendent or Superintendent's designee may determine that administrative transfer may be appropriate given any unique circumstances of the disciplinary case. [JAB-RA]*
- If the IEP/504 team determines that the conduct is not a manifestation of the disability, the student is subject to the regular discipline procedures explained herein. However, the school system is required to provide services, as determined by the IEP/504 team during the remainder of the disciplinary removal.
- In making its determination, the IEP/504 team shall consider all relevant information from Regulation JD-RA – Student Suspension and Expulsion, including to the students IEP/504 plan and assessments, information in the educational record, disciplinary information, and information from the student's teachers and parents/guardians.
- The IEP/504 team may not remove the student from the current educational placement for more than 10 days unless the IEP/504 team has determined that the conduct which prompted the disciplinary action was not a manifestation of the student's disability.
- A Special Assistant for the Division of Safe and Orderly Schools will meet with the student and the parent/guardian within 10 days of the student's removal from school and a disciplinary conference will be held to determine the alleged violations.
- After conducting the conference with the student, the parent/guardian, and school officials, the Special Assistant will report the findings of the investigation to the Superintendent or the Superintendent's designee.
- The Superintendent or the Superintendent's designee will determine whether to grant the principal's request for expulsion. If granted, notice of this decision must be in writing and must inform the parent/guardian of the charges and the policies or regulations violated, the educational services provided to the student during the expulsion, if any, the readmission to school process, and the parent/guardian's appeal process and timelines.
- If the principal's request for expulsion is denied, the principal or principal's designee will contact the parent/guardian to schedule a readmission conference with the parent/guardian and the student and the student who is suspended from school shall be allowed to return to school on the day that the terms and conditions of the expulsion have been met whether the student or parent/guardian has filed an appeal of the expulsion.
- 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 expulsion.
- If the parent/guardian disagrees with the Board's decision, the parent/guardian may appeal in writing to the Maryland State Board of Education within 30 days of the date of the Board's decision.
- Such an expulsion will constitute a change in the student's educational program.

*[COMAR 13A.08.01.11] [JD/JD-RA]**

Reinstatement from an Expulsion

- As a student approaches their readmission date, a representative of the Division of Safe and Orderly Schools will contact the parent/guardian to review the readmission process.
- If students are given an opportunity to apply for readmission, students must demonstrate a positive change in behavior, attitude, and participation in educational experiences, as well as an understanding of their role in the original incident.
- A Readmission Review Board, made up of AACPS personnel, will meet with the student and the student's parent/guardian, review the application, and determine the appropriateness of permitting the student to return to an AACPS program. Readmission conferences from an expulsion will be held on a case-by-case basis.
- If it is determined that the student be readmitted to AACPS after serving the terms of the expulsion, the student shall be allowed to return to school on the day that the terms and conditions of the expulsion have been met whether the student or parent/guardian has filed an appeal of the expulsion.
- If a student has been expelled, the principal may not return the student to the classroom without conferring with the teacher, other teachers, as appropriate, other appropriate school personnel, the student, and the student's parent/guardian.

**Education Improvement Act of 2004 (IDEA) and Section 504 Procedural Safeguards of the Rehabilitation Act of 1973*

**[Board Policy/Administrative Regulation]*

Reinstatement from an Expulsion (continued)

- In certain circumstances, a student might not be permitted to return to their home or neighborhood school.
- After a student is placed on expulsion from school, the parent/guardian have the right to appeal the expulsion.
- Students who receive an alternative education service while meeting the terms of their discipline sanction will transition back to a comprehensive school through the readmission process through the Division of Safe and Orderly Schools at the conclusion of the expulsion.
- 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 Division of Safe and Orderly Schools.
- In addition to the procedures described above for expulsion, the Superintendent or Superintendent's designee must review each expulsion request to determine if the expulsion is appropriate. A decision to expel a student may only be made by the Superintendent or Superintendent's designee in response to a principal's request and outcome of the investigation.

*(COMAR 13A.08.01.11) [JD/JD-RA]**

For Students with 504 Plans Only

Manifestation meetings are required for students who are Section 504-eligible that are removed for more than 10 days consecutively or cumulatively with exception to those who are under the influence of illegal drugs or alcohol. A manifestation meeting must be held for a student who is Section 504-eligible who possesses illegal drugs or alcohol but is not currently engaging in the use of illegal drugs. If the 504 team determines that the behavior is a manifestation of the student's 504-identified disability, the 504 team may determine if an evaluation and additional or different services, such as behavioral supports are needed.

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.

- The Division of Safe and Orderly Schools and the Office of Specialize Instruction and Early Intervention will collaborate with school teams around the IAES process.
- The IEP team shall conduct a manifestation meeting to determine special education services that permit the student to progress in the curriculum and the student's IEP goals and objectives.
- Regardless of the decision, the student with the IEP may be placed in an IAES.
- If an appeal has been requested by the parents/guardians, a student shall remain in the placement pending the decision of the hearing request and result in the determination within 10 school days after the hearing.
- When expulsion is granted regarding a student with a disability, the same procedures will apply as those outlined above for expulsion for special education students.

[JD/JD-RA]

If a Student is Arrested by Police on School Property

Beginning on June 1, 2022, a child under the age of 13 cannot be charged with a crime. Any child under the age of 13, but age 10 or over, may only be charged with a crime of violence.

Within the School Day (Reportable Arrests)

A reportable arrest is a physical arrest when a student is physically placed under arrest by a law enforcement official because of an infraction of the AACPS Code of Student Conduct which could be deemed as disciplinary that occurred on school grounds or during off campus activities, including transportation. A paper reportable arrest occurs when there is an officer-initiated referral or request for charges by school officials to The Department of Juvenile Services (e.g., Juvenile Offense Report, Citation for Court Appearance). Students who are physically placed under arrest by a law enforcement official or receive an officer-initiated referral or request for charges could be subject to additional consequences as outlined in the Code of Student Conduct. Certain infractions on AACPS property may require police reports while others depend on whether the activity is considered criminal behavior. A standard or criteria to determine whether an arrest is reportable to the police or not is whether the behavior is considered illegal or whether it causes injury to persons.

(COMAR 13A.08.01.17) (Criminal Law Article 14-101)

Students Charged and Arrested in the Community (Reportable Offenses Non-Disciplinary)

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

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

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

[JCC-RAK] (COMAR 13A.08.01.15| Criminal Law Article 14-101)*

Title IX

Title IX of the Education Amendments Acts of 1972 prohibits sexual discrimination which includes sexual harassment and all forms of sex discrimination. AACPS, as an education agency receiving federal funds must comply with the requirements of Title IX. This includes sexual harassment and sexual assault. AACPS must respond to Title IX complaints to ensure that each complainant receives appropriate support. Respondents are treated as responsible only after receiving due process and fundamental fairness, and school officials who participate in Title IX investigations or at any stage of the Title IX process must serve impartially without bias. Schools must offer free supportive measures to every alleged victim. Supportive measures are individualized services to restore or preserve equal access to education, protect student and employee safety, or deter sexual harassment. Supportive measures must be offered even if a complainant does not wish to initiate or participate in the formal grievance process. The law also respects complainants' wishes and autonomy by giving them the clear choice to file a formal complaint, separate from the right to supportive measures. Title IX also provides a fair and impartial grievance process for complainants and protects complainants from being coerced or threatened into participating in a grievance process. Complainants and respondents must have strong, clear procedural rights in a predictable, transparent grievance process designed to reach reliable outcomes.

AACPS Response to Title IX Final Rule

Any of the following conduct based on sex constitutes a Title IX violation:

- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school's education program or activity;
- Sexual assault, dating violence, domestic violence, or stalking.
- Quid pro quo (exchanges or requests for exchanges of sexual conduct or favors) harassment by a staff member (ex. better grades in exchange for sexual favors).

AACPS must respond when:

1. the school has actual knowledge of sexual harassment;
2. that occurred within the school's education program or activity;
3. against a person in the United States.

AACPS must investigate every formal complaint (which may be filed by a complainant or by a school's Title IX Coordinator). If the alleged conduct does not fall under Title IX, then a school may address the allegations under the school's own code of conduct and provide supportive measures. An alleged victim may choose not to file a formal complaint. If the behavior described would still constitute a violation of the Code of Student Conduct, school officials may review, investigate, and discipline in accordance with the Code of Student Conduct and AACPS policy.

*(Clery Act, 20 U.S.C. § 1092(f)| Violence Against Women Act, 34 U.S.C. § 12291(a)) [JP]**

GETTING HELP WITH A PROBLEM



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

Bullying, cyberbullying, harassment and intimidation, bias behavior and language and sexual harassment—intentional conduct as determined by the school's investigation, 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, Harassment or Intimidation Reporting Form. This form is available in this Student Handbook on page 39 and on AACPS website at www.aacps.org/antibullying. You can also tell a staff member, who will respond quickly and provide a practical, private, and safe place to report.

If You are Bullied...

- Tell someone—a parent/guardian, 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, cyberbullying, harassment or intimidation.
  - 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, supported and understands how to avoid these situations in the future.
[AC|JCCA/JCCA-RA|RA|JP|JN-RA]

Confidentiality in Counseling

What a student shares in a counseling session is confidential, except when a student indicates thinking about self-harm, hurting other students or incidents of crime. School personnel are required to act to ensure the safety of the student or other students. This action includes sharing information with the school principal, a parent/guardian, and may include other outside agencies. No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against the student in any proceedings.
*[GAD/GAD-RA|JN/JN-RA]**

School Problems

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

1. Tell the nearest teacher or adult staff member. Tell them 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 a parent/guardian about the problem. They will want to know.
5. A student may also call the Student Safety Hotline at 1-833-632-7233.

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

Personal Problems

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

1. If possible, discuss the problem with a parent/guardian.
2. If a student and the student's parent/guardian cannot solve the problem, there are several people in the school who are able to offer additional help. The student may speak to a teacher with whom the student feels comfortable. School counselors, school psychologists, and school social workers are trained to offer help with personal problems.
3. 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 or contact your teacher through email. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions, mentoring, or may make a referral for additional assistance. The teacher may ask for a conference with the student and the student's parent/guardian.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student should go next to the department chairperson or lead teacher.
3. The school counselor can offer additional help.
4. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with the student's parent/guardian and with the principal or assistant principal. A parent/guardian may wish to join the student in discussions with the principal.
5. Solving an academic problem requires the student's help, along with the support from teachers and sometimes a parent/guardian, school counselor, and other school professionals.
6. Your school may have other online resources to assist you. Check with your school to see what is available.

Extracurricular Activities

For help with problems involving extracurricular activities, the student should:

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

Group Problems

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.

GETTING HELP WITH A PROBLEM continued

Responsive Circles (Circles Used to Repair Harm)

Responsive Circles may be used to respond to some type of harm. "Harm" can be physical or social, to an individual or a school community. Responsive Circles are an excellent way to resolve or repair group conflict and may include just one Circle or several smaller Circles. Students or staff can request a Responsive Circle from the Restorative Practices (RP) Team. Trained RP Team members do not promise a Circle automatically but instead use the Responsive Circle protocol to determine whether a Responsive Circle is safe and appropriate. A Responsive Circle is never safe and appropriate in the immediate aftermath of a heated altercation.

If a Responsive Circle is determined to be safe and appropriate, those involved will be invited to participate. Involved people may choose not to participate, and that decision is always honored. Participation is optional and is never a requirement for anyone. Schools may not use participation in a Responsive Circle as a requirement for re-admission or reduced consequences. When an involved person declines to participate in a Responsive Circle, school leaders may choose to have a Restorative conversation using the Five Restorative Questions with that student with the goal of helping the student to understand what they did and why it mattered.

The goals of Responsive Circles in AACPS are to repair harm with the community of stakeholders, to create a path forward for peaceful co-existence in the school community, and to teach students how to resolve conflict as a life skill. Because it is a student-centered process, AACPS does not allow parent/guardian participation in Responsive Circles. When a parent is present, students defer to parent solutions rather than doing the hard work of creating their own solution. While parent permission to participate is not required, it is often best practice.

Resources

You may seek assistance through the following staff members or programs, which may be available at schools:

- Conflict Resolution/School Restorative Practices Teams
- Teachers
- Tutors/Mentors
- School Counselors
- School Psychologists
- School Social Workers
- School Nurses
- Pupil Personnel Workers
- School Administrators
- School Resource Officers
- Community Conferencing (The Partnerships)
- AACPS website (www.aacps.org)
- www.aacps.org/antibullying
- www.safeschoolsmd.org
- Commonsense Media https://www.commonsense.org/education/articles/23-great-lesson-plans-for-internet-safety
- PACER's National Bullying Prevention Center https://www.pacer.org/bullying/classroom/elementary/
- Student Safety Hotline
- AA County Crisis Response System (Warmline): 410-768-5522
- Safe Schools Maryland Tip Line: 1-833-MD-B-SAFE
- Maryland Youth Crisis Hotline
- Suicide Prevention Hotline: 988-273-8255
- Crisis Text Line—text HOME to 741741
- Download the Smartphone App SafeSchoolsMD (available from the Apple App Store and Google Play)
- Effective Bullying Solutions: No One-Size-Fits-All Answer August 27, 2012, By, Dr. Deborah Temkin, U.S. Department of Education
- American Psychological Association; New ways to stop bullying; Psychologists are driving efforts to get effective, research-based bullying-prevention and intervention programs into schools (by Nicole Crawford)

Anne Arundel County Public Schools | Division of Safe and Orderly Schools

Bullying/Cyberbullying, Harassment, Sexual Harassment, or Intimidation Reporting Form

(For definitions of Harassment, Intimidation, and Bullying, see other side)

The Bullying, Harassment or Intimidation Reporting Form should be used to report alleged incidents of bullying, harassment, intimidation, or bias behavior that occurred during the current school year on school property, at a school-sponsored activity or event, off school property, on a school vehicle, on the way to and/or from school, or through electronic communication on or off school property. School staff will address incidents that occur at school or have a connection or nexus back to the school setting that create a risk of harm to other students while they are at school or interfere with the educational environment. If you are a student, the parent/guardian or caregiver of a student, a close adult relative of a student, a school staff member, or a bystander and wish to report an incident of alleged bullying, cyberbullying, harassment, intimidation, or bias behavior please complete this form, and return it to the school principal. Contact the school for additional information or assistance at any time.

Today's Date (mm/dd/yyyy)	School

Person Reporting Incident Check one: ☐ Student ☐ Parent/Guardian of a Student ☐ Close Adult Relative of a Student ☐ School Staff ☐ Bystander

Name: Telephone: E-mail:

1. Alleged Targeted Student(s)	Age	Days absent as a result of the incident: (if known)

2. Alleged Offender(s) (if known)	Age	School (if known)	Student Y/N	Days Absent

3. Alleged Witness((s) (if known)	Age	School (if known)	Student Y/N

4. On what date(s) did the incident(s) happen?

_____ / _____ / _____ _____ / _____ / _____ _____ / _____ / _____

Month Day Year Month Day Year Month Day Year

5. Place an 'X' next to the statement(s) that best describes what happened (choose all that apply):

- ☐ Actions/comments related to the student's race/ethnicity
- ☐ Actions/comments related to the student's national origin
- ☐ Actions/comments related to the student's religion
- ☐ Actions/comments related to the student's sex
- ☐ Actions/comments related to the student's Immigration status
- ☐ Actions/comments related to the student's family/parental or marital status
- ☐ Actions/comments related to the student's socio-economic status
- ☐ Actions/comments related to the student's academic performance
- ☐ Actions/comments related to the student's perceived sexual orientation
- ☐ Actions/comments related to the student's gender expression
- ☐ Actions/comments related to the student's gender identity
- ☐ Actions/comments related to the student's disability
- ☐ Actions/comments related to the student's physical appearance
- ☐ Demeaning behavior to impress others
- ☐ Demeaning behavior just to be mean
- ☐ An act or threat of retaliation
- ☐ Gang related/gang recruitment
- ☐ Human trafficking/prostitution recruitment
- ☐ Any bullying, harassment, or intimidation that involves physical aggression
- ☐ Cyberbullying (social media, text messages, etc.)
- ☐ Teasing, name-calling, making critical remarks
- ☐ Demeaning or making the student the target of jokes
- ☐ Making rude and/or threatening gestures
- ☐ Excluding or rejecting the student
- ☐ Intimidating, extorting, exploiting the student
- ☐ Getting another person to target or demean the student
- ☐ Spreading hurtful rumors or gossip
- ☐ Racial/ethnic harassment
- ☐ Sexual harassment
- ☐ Other: (Please Specify) _____

*Will be collected unless specifically excluded by local board policy

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005

6. Where did the incident happen (choose all that apply)?

- ☐ On school property (please specify location) _____
- ☐ On the way to/from school*
- ☐ On a school school vehicle
- ☐ Off school property or at a school-sponsored activity or event
- ☐ Digital device on school property
- ☐ Digital device off school property
- ☐ During virtual learning
- ☐ Other (please specify location) _____

*Will be collected unless specifically excluded by local board policy

7. Describe the incident(s), including what the alleged offender(s) said or did.

8. Why do you think the bullying, cyberbullying, harassment, and/or intimidation occurred?

9. Did a physical injury result from this incident? Place an X next to one of the following:

☐ No ☐ Yes, but it did not require medical attention ☐ Yes, and it required medical attention

10. If there was a physical injury, do you think there will be permanent effects?

☐ Yes ☐ No

11. Did a psychological injury result from this incident? Place an X next to one of the following:

☐ No ☐ Yes, but psychological services have not been sought ☐ Yes, and psychological services have been sought

12. Is there any additional information you would like to provide?

Signature	Date

Definition of Bullying, Harassment, Sexual Harassment and Intimidation

Bullying is unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. In order to be considered bullying, the behavior must be intentional and include: 1) An imbalance of power (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) Repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, "or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

Harassment includes actual or perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

Sexual Harassment and misconduct include 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.

Intimidation is any communication or action directed against another student that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation.

*Will be collected unless specifically excluded by local board policy

GLOSSARY

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 system's investigation.

Absence, lawful
Lawful reasons for an absence including 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 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 (non-disciplinary).

Absenteeism, chronic
A student is considered chronically absent if they miss at least 10% of the school year.

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 beverages; inhalants or other intoxicants; and controlled dangerous substances, including prescription drugs, over-the-counter medications, vapes, edibles, and substances represented as controlled substances, vaporizers, and drug paraphernalia.

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

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

Distribution
The actual or intended sale, transfer, trade giving, or exchange in any manner of the substances listed in this offense.

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

Alternative School-based Programs
Schools may have access to use programs, such as 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 intervention for violation of Board policy or regulation. Students who have been suspended for alcohol or other drug offenses are required to participate in this program with their parents/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 intervention for violation of Board policy 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/guardians are required to participate.

Arson/Fire
Attempting to, aiding in, or setting any fire on school property or school vehicle. 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.

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

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

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

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

a. Creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being;
b. Is based on an actual or perceived characteristic of a person or a group of persons, including race, color, religion, gender, gender identity, sexual orientation, age, national origin, ethnicity, marital status, disability, or homelessness; and
c. Occurs on school property, at a school activity or event, or on a school vehicle; or
d. 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/guardians acquire knowledge, skills, and attitudes needed to maintain a safe and tolerant lifestyle. Students and parents/guardians 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, Cyberbullying, Harassment, or 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, color, ethnicity, national origin, marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, homelessness,

Bullying, Cyberbullying, Harassment, or Intimidation (Continued)

- familial status, or disability; or
  - threatening or seriously intimidating; and;
  - Sexual in nature, including descriptions or depictions of a student with a student's intimate parts exposed or while engaged in an act of sexual contact or
  - Occurs on school property, at a school activity or event, or on a school vehicle or;
- Substantially disrupts the orderly operation of a school regardless of where the incident occurs.
- Bullying is unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated, over time. In order to be considered bullying, the behavior must be intentional and include: 1) An imbalance of power (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) Repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).

Bystanders
Individuals who observe bullying/cyberbullying, harassment, sexual harassment, intimidation, and/or bias behavior and language and who may, by their inaction, encourage, support, or promote its occurrence. (See also Bullying, Cyberbullying, Harassment, and Intimidation.)

Cell Phone Misuse
Use of cellular phone, camera phone, video phone, or other communication device during the school day that does not align with AACPS cell phone guidelines 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) and the Fresh Start Program.

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.

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, by telephone, or by video.

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 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 also Absences, unlawful).

Cyberbullying
Bullying in the form of electronic communication via cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or social media, online forums, or gaming where people can view, engage with, or share content. Cyberbullying may include sending, posting, or sharing negative, harmful, false, or hurtful content about another student. (See also Bullying, Harassment, and Intimidation).

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 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 school vehicle 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
Making intentional and harmful gestures, verbal or written comments, or symbols to others. (e.g., verbal put-downs, cursing, talking back) (Levels 1 and 2). Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority. (Levels 2 and 3).

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 acts of bias behavior and language, acts of bias motivated behavior, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises, selling items on campus, walking halls, refusal to obey reasonable requests, refusal to go to class, and senior pranks.

Disruptive Clothing or Appearance
Articles of personal appearance that may create a significant risk of a material and substantial disruption to the educational process or the operation of the school. This includes, but is not limited to, clothing, hats, jewelry, book bags, 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, chains, spikes, and clothing worn in such a manner so as to reveal underwear.

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

Educational Options and School Climate
Office that provides educational options and proactive behavioral supports in safe, supportive, and engaging learning environments.

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

Electronic Communication
Communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or tablet.

Electronic Device Misuse
Use of communication devices such as cell phones 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 may include but not limited to the use of Chrome Books, smart watches, tablets, headphones, cameras, or any device 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 46 days and a maximum of 365 days in compliance with Federal and State laws 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 or distributing realistic copies of something, especially money, to defraud or deceive.

Gambling
Wagering money or property.

Gang
A group or association of three or more individuals (on school property or on school vehicle) 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:
  - 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

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 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 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
Actual or perceived experiences of discomfort which adversely affect a student's ability to participate in or benefit from the school's educational programs or activities. Perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

Hazing
(See Bullying, Cyberbullying, Harassment, and Intimidation)

Improper Physical Contact
Inappropriate actions against another or unintended physical harm, including horseplay, roughhousing, inappropriate touching.

Inappropriate Touching (Pre-K–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 or 504 Plan;
- 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, or unruliness, which includes 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, or 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 L. Leisure Programs, i.e., RAP, ADP, ATUP, and BBLP.

Intimidation
Any communication or action directed against another student that threatens or induces a sense of fear or inferiority. Retaliation may be considered a form of intimidation. (See also Bullying, Cyberbullying and Harassment).

Leaving Class or School Grounds without Permission
Leaving the classroom or other assigned area without permission from the adult in charge 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
On/off school grounds, the use of social media in a manner that:

- Demeans, condemns, or berates others, including students and staff;
- Disseminates and promotes hate crimes, threats, incites violence of any kind;

Misuse of Social Media (Continued)
- Embarrasses, defames, harasses or bullies others or;
- Wrongfully 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 on or off school grounds and the school is aware (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 vehicles) in terms of disrupting or preventing the normal flow of the educational process.

Examples include an act of bullying or cyberbullying (ie., inappropriate social media posts), a physical fight or verbal altercation, an act or sale or distribution of drugs or drug paraphernalia.

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

Plagiarism
Deliberately presenting the ideas, works, or statements of another as one's own without acknowledgement of the source (See 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, or over-the-counter medicine).

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

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

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

Responsible Actions Program (RAP3)
The Responsible Actions Program (RAP3) is an educational intervention for violation of Board regulation including site-specific regulations regarding weapons. Students and their parents/guardians are required to participate.

Reportable Arrests on AACPS by Police
Certain infractions on AACPS property may require police reports while others depend on whether the activity is considered criminal behavior. A standard or criteria to determine whether an arrest is reportable to the police or not is whether the behavior is considered illegal or whether it causes injury to persons. A reportable arrest is a physical arrest when a student is physically placed under arrest by a law enforcement official as a result of an infraction of the AACPS Code of Student Conduct which could be deemed as disciplinary. A paper reportable arrest occurs when there is an officer-initiated referral or request for charges by school officials to DJS (e.g., Juvenile Offense Report, Citation for Court Appearance).

Beginning on June 1, 2022, a child under the age of 10 cannot be charged with a crime (There is no enforcement mechanism available to law enforcement). Any child under the age of 13, but age 10 or over, may only be charged with a crime of violence. (COMAR 13A.08.01.17), (Criminal Law Article 14-101)

Reportable Offense
A non-disciplinary offense that occurs in the community 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. Beginning on June 1, 2022, a child under the age 10 cannot be charged with a crime (There is no enforcement mechanism available to law enforcement). Any child under the age of 13, but age 10 or over, may only be charged with a crime of violence. COMAR 13A.08.01.15, (Criminal Law Article 14-101)

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

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

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

Sexual Activity
Inappropriate behavior of a sexual nature, including 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 include 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 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: 46–365 days

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.

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

Tardiness
Arriving late to school or to class.

Technology
Hardware or software including computers, laptops, servers, tablets, switches, routers, firewalls, wireless devices, telephones, cellular phones, audio equipment, video equipment, software systems, online resources, and email.

Technology Misuse
Any unauthorized or inappropriate use of technology-related resources.

Category I
- Intentionally loading or 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 or any other school record. Including attendance and test scores.
- Theft of hardware or components/parts.
- Changing configuration(s) on network equipment, including servers, switches, and routers.

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

Category III
- Installing unauthorized programs defined as non-malicious software not approved for use in AACPS on AACPS hardware. Storing unauthorized programs on AACPS equipment (home directory). 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 or distributing unauthorized programs defined as non-malicious software not approved for use in AACPS including portable media, (i.e., games). 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.).

Teen Court
A merger of courthouse and classroom; hearings are for misdemeanor crimes such as minor assault, disorderly behavior, minor theft, alcohol and tobacco offenses, and trespassing.

Temporary Removal from Class
Removing a student within the school building from their 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 Assessment
A process that addresses a transient, substantive, or very substantive threat. A threat Determination is not disciplinary. (See Category IV Attacks).

The definitions below are in accordance with new Maryland State Department of Education guidelines:

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.

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

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).

Title IX
Federal civil rights law passed as part of the Education Amendments of 1972. The law protects people from discrimination based on sex in education, programs, or activities that receive federal funding. Title IX violations include sexual harassment and sexual assault. Contact the Title IX Coordinator for further guidance. 410-222-5286.

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

Trespassing
Being on school property or on school vehicle 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 (non-disciplinary).

Unsafe Action
An action that causes danger or physical harm to self or others. Does not include truancy or leaving the classroom/school property.

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 on school property or on a school vehicle.

Weapon
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-alike of a gun. Other weapons may include 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 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, pen, pencil, desk, chair, scissors, or pepper spray product.

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ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Mark T. Bedell, Ed.D. Superintendent of Schools

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

For more information, contact:
Anne Arundel County Public Schools
Division of Human Resources
2644 Riva Road, Annapolis, MD 21401
410-222-5286 TDD 410-222-5000
www.aacps.org

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