

07 08
Student
handbook

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

STUDENT SAFETY HOTLINE

If you **see** it
If you **hear** it
Have the **courage**
and pick up the phone and call

1-877-676-9854

A 24 Hour Anonymous Reporting Hotline

**Please use this hotline and
help keep our schools safe**



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This handbook is also available
in Spanish and Korean.



Acknowledgement of Review of 2007-08 Student Handbook

Student's Name _____

Teacher _____

Please review the *Student Handbook: Rights & Responsibilities* with your child. His/her teacher has discussed it in class, as the **Code of Student Conduct** (pp. 3-15) and the policies it references are an important part of daily student life, supporting a safe and secure learning environment. It is so central to success in school that there will be periodic reviews of important sections of the *Code* during the year, in particular sections related to **Academic Integrity and Honesty and Technology Resource Use by Students Policy** (page 21) has also been reviewed with your student.

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

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

As the parent/guardian of _____ (student's name), I have read and discussed the *Student Handbook: Rights & Responsibilities* including the **Technology Resource Use by Students Policy** (page 21) with my child. I understand that it and the policies it references apply to all students at all times on all Board of Education property, including in school buildings and on school grounds; on all school vehicles; and at all school, school-related, or Board-sponsored activities, including but not limited to, school field 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.

Parent's/Guardian's Signature _____

Date _____

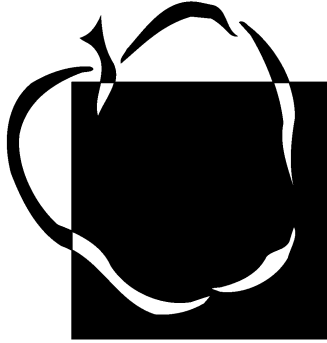
Student's Signature _____

Date _____

Read the *Technology Resource Use by Students Policy* on page 21

The handbook was sent home to be shared with the parent(s)/guardian(s) on _____.

Please detach and return this form to your child's teacher.



ANNE ARUNDEL

COUNTY PUBLIC SCHOOLS

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For information on

- *Grading Policies;*
- *Service Learning Requirements;*
- *Graduation Requirements;*
- *Testing Dates;*
- *the 2007-08 School Calendar, and more,*

see the **Parent Handbook** in the back of this document

Directory of Services

If a student needs assistance beyond the local school, the following offices and services of the Anne Arundel County Public Schools may be helpful:

Alternative Education	410-222-5193
Guidance and Counseling	410-222-5280
Human Relations	410-222-5318
Pupil Services.....	410-222-5322
Psychological Services.....	410-222-5321
Readmission Review Board.....	410-222-5389
School Safety	410-222-5083
Safe and Orderly Schools	410-222-5288

The Goals of the Anne Arundel County Public Schools

Anne Arundel County Public Schools
has established the following goals:

I. Academic Achievement **All diploma-bound students will reach high standards,** as established by Anne Arundel County Public Schools and state performance level standards in English/Reading/Writing, Mathematics, Science and Social Studies. Achievement disparities among all No Child Left Behind (NCLB) groups of students will be eliminated.

II. Safe and Supportive Learning Environment **All students will be educated in a safe, positive, and supportive learning environment** with a focus on security enhancements that support system-wide safety and discipline standards. AACPS will eliminate disparities among all No Child Left Behind (NCLB) student groups in the referral, suspension, and expulsion rates for violation of the Code of Student Conduct.

III. Workforce Quality **Anne Arundel County Public Schools will ensure and maintain a work environment of respect and mutual collaboration** by attracting and retaining a quality work force that demonstrates a commitment to providing a positive learning environment, values diversity, and reflects the diversity of the county and the relative labor market.

IV. Community Engagement **All Anne Arundel County Public School students will be educated in schools that are family-friendly, welcoming environments.** Anne Arundel County Public Schools will eliminate disparities in parent and community representation and participation in traditional and non-traditional school-community activities.

V. Equity **Equity is infused throughout every one of these areas.** Anne Arundel County Public Schools will address the diversity that students bring to the learning environment and organize schools and classrooms to support the academic achievement and success of all students.



A Message from the Superintendent

In preparing for this school year and in witnessing the hard work of our students and educators, I am convinced that Anne Arundel County Public Schools can be the best school system in the state of Maryland. We are well on our way as student achievement continues to increase on state assessments and in other areas.

While every person in our school community plays a role in our success, I must emphasize that excellence is not possible without you – our students, who give us 73,000 reasons to work so hard. As we make every effort to provide safe, encouraging environments for you to reach your academic and social potential, we need you to come to school with open minds and positive attitudes.

While this handbook outlines student rights and responsibilities and the expectations for how students should conduct themselves in the Code of Student Conduct, I would like to stress the importance of conducting yourself with integrity. Integrity embodies all truths

– being true to yourself and the people around you. It allows for accurate assessment of your abilities in the classroom so that you can succeed. It provides a gauge by which you know who to trust in your life. And it ultimately serves as the foundation of our morals. Even though we place great emphasis on academic achievement, our educators are equally committed to cultivating respectable young men and women who will be positive contributors to our society. The responsibility of teaching young people requires integrity and the ability to pass along its importance.

When I think about our school system achieving greatness, there is no better evidence of the work we've done than your success in every aspect of your life. Such success is possible through the talents and efforts of students like you, the dedication and passion of our teachers, and the support and encouragement of parents and school community members. I look forward to sharing a great year with you.

Sincerely,

Kevin M. Maxwell, Ph.D.
Superintendent of Schools

Introduction

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

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

The purpose of the handbook is four-fold:

1. to illustrate expected appropriate and respectful student behaviors,
2. to describe violations of the Student Code of Conduct and associated interventions and consequences that may be enforced,
3. to outline student rights, privileges, and responsibilities, *and*
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.

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. Some of the most important character traits we can assist students in learning are: **responsibility**, **respect**, **trust**, **citizenship**, and **caring**.

Responsibility is demonstrated by always doing your best, thinking about consequences, being accountable for choices, and doing what one is 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, and building a good reputation. **Citizenship** has to do with making your school and community a better place, obeying laws and rules, and respecting authority. And finally, **caring** is showing concern for the well-being of others around you.

Our schools support appropriate student behaviors that facilitate learning and minimize disruption in several ways. One example is *Second Step*, a social skills program which is designed to prevent violence in schools by teaching students the social skills they need to recognize their own feelings and those of others, refrain from impulsive behavior, and manage their anger. *Positive Behavior Intervention Supports (PBIS)* is another example. *PBIS* is a proactive approach to school-wide discipline. It focuses on creating and sustaining strategies for achieving important social and learning outcomes while preventing problem behaviors through a collaborative team approach analyzing and responding to discipline-related behavioral patterns.

The focus of this handbook is to guide student behavior, to link interventions to improve student behavior, and 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, fair, proactive, corrective, and instructive strategies will be implemented in every classroom and every school, and opportunities for teachers to teach and students to learn will be achieved. As a result, students, staff, and parents all benefit.

Anne Arundel County Public Schools

**The Code of
Student Conduct**

Expected Behaviors · 4

Levels of Intervention · 6

Levels of Consequences · 8

Consequences for Elementary Students · 10

Consequences for Secondary Students · 12

Transportation & Bus Behavior · 14

We believe everyone deserves a safe, supportive, and orderly learning environment. We encourage appropriate behaviors by teaching, guiding, directing, and providing opportunities for new learning to occur. We create opportunities for students to practice and succeed in making responsible and effective choices in order to reach their academic potential and contribute to the school community.

I will show Respect for...

Myself by:

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

Others by:

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

Learning by:

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

Property by:

- Taking care of things in my school and on school grounds.
- Not bringing dangerous or distracting things, such as matches, lighters, weapons, toys, fireworks, alcohol/tobacco/other drugs, medicine not prescribed for me, etc.
- Using school materials or a classmate's materials for their intended purpose.
 - *Using computers as directed by adults.*
- Following rules about safety:
 - *Refraining from touching a fire alarm unless there is an emergency.*
 - *Refraining from making threats about bombs or blowing something up.*
 - *Using playground equipment in a safe manner.*
- Keeping cell phones off and out of sight during school hours except with permission from school staff.

***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.***

Levels of Intervention

A major initiative in AACPS is *Positive Behavior Intervention Supports* (PBIS) which includes proactive strategies for defining, supporting, and teaching appropriate behaviors to create positive learning environments. Attention is focused on sustaining a three-tiered or level system of support to enhance student learning. Students often need encouragement and new skills to improve their behavior and assistance in learning to do so. School staff recognize that maintaining and changing student behaviors involves a continuum of acknowledgements, supports, and interventions.

(Center for Positive Behavior Intervention Supports, University of Oregon)

Three Levels of Intervention

Level 1—All Students

Includes:

- general curriculum enhanced by acknowledgments of positive behaviors, and clearly stated expectations that are applied to all students

Level 2—Selected Interventions

Focus on:

- specific interventions for students who do not respond to universal efforts
- targeted groups of students who require more support
- interventions that are part of a continuum of behavioral supports needed in schools

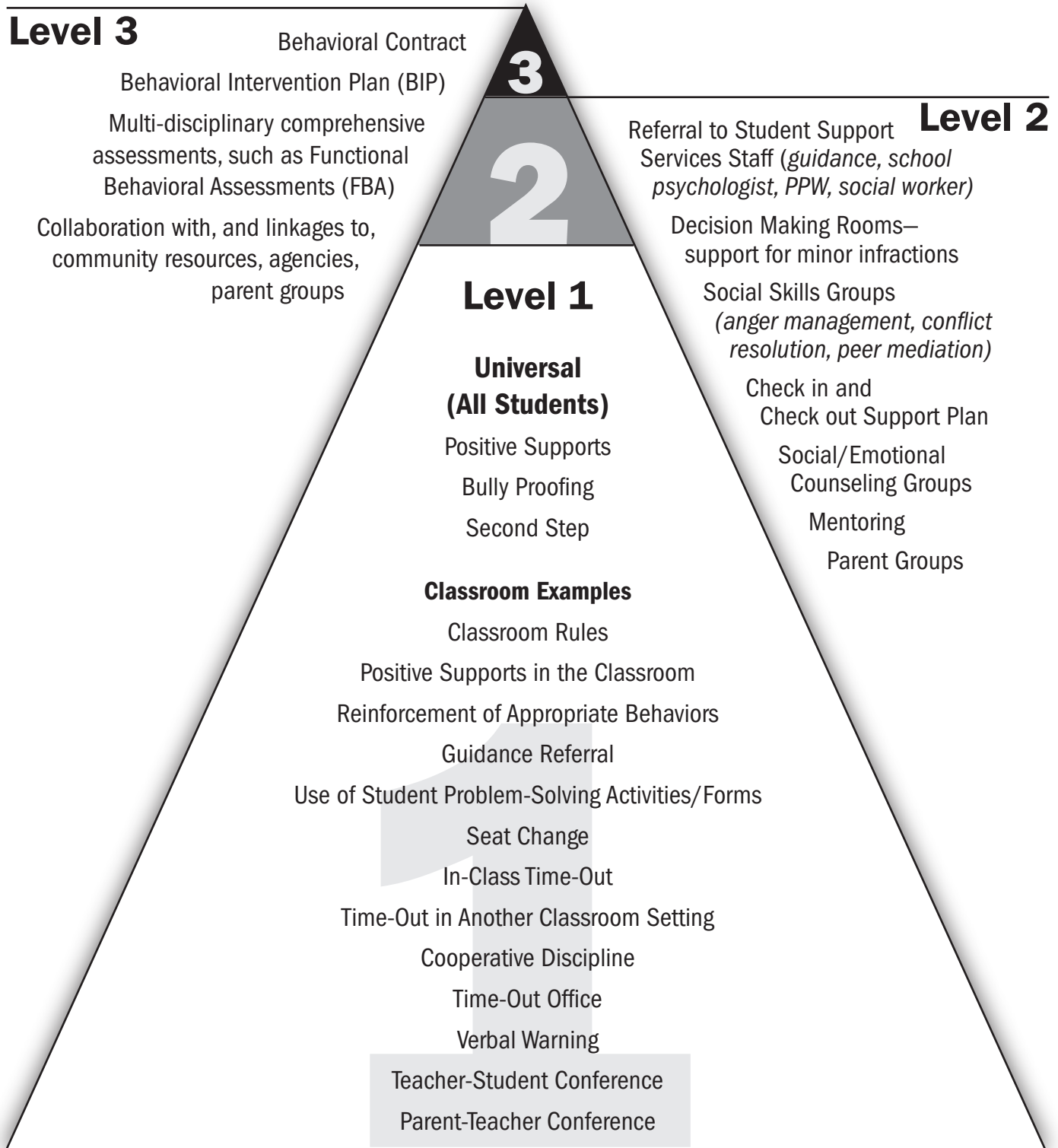
Level 3—Individualized Interventions

Focus on:

- the needs of individual students who exhibit a pattern of problem behaviors
- diminishing problem behaviors and increasing the student's social skills and functioning
- interventions involving functional behavioral assessments and behavioral intervention plans

The Three Levels of Intervention

Interventions may include (but are not limited to) the examples below.



Levels of Consequences

The Code of Student Conduct shall apply 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, including but not limited to:
 - school field trips
 - school sporting events
(*whether such activities are held on school property or at locations off school property, including private business or commercial establishments*)

Levels of Interventions and Consequences for Violations of the Code of Student Conduct

As with any incident of student behavior, school administrators must exercise informed judgment as to whether a student's actions constitute a violation of the Board policy and/ or the Code of Student Conduct. The levels, shown on the following page, guide administrators to use *progressive interventions* to change student behaviors. The administrator always has the option to use an intervention from a lower level as long as one from the prescribed level is also employed. Moreover, if a behavior is deemed a criminal offense by local authorities and such offense is not identified in this *Code of Student Conduct*, the consequence may be expulsion from the Anne Arundel County Public Schools. Restitution for loss or damage will be required in addition to any other prescribed consequences.

Levels of consequences and options for progressive interventions follow. **Repeated chronic or cumulative offenses may require higher levels of interventions/ consequences.** For serious violations, interventions/ consequences may begin at a higher level.

AACPS Code of Student Conduct: *Levels of Consequences*

Level	Disciplinary Options															
1	<p><i>Classroom Level interventions/consequences</i> <i>Teachers use the following interventions to help the students change behavior in the classroom. If these interventions are successful, referral to the school administrator may not be necessary.</i></p>															
	<table> <tr> <td>Warning</td> <td>In-class time-out</td> </tr> <tr> <td>Letter of apology</td> <td>Time out in another classroom setting</td> </tr> <tr> <td>Loss of privileges</td> <td>Reinforcement of appropriate behaviors</td> </tr> <tr> <td>Use of Student Problem-Solving worksheet</td> <td>Written reflection about incident</td> </tr> <tr> <td>Seat change</td> <td>Before or after school detention</td> </tr> <tr> <td>Parent contact</td> <td>Behavior contract</td> </tr> <tr> <td>Teacher conference with student</td> <td>School-issued uniform</td> </tr> <tr> <td>Mentoring</td> <td></td> </tr> </table>	Warning	In-class time-out	Letter of apology	Time out in another classroom setting	Loss of privileges	Reinforcement of appropriate behaviors	Use of Student Problem-Solving worksheet	Written reflection about incident	Seat change	Before or after school detention	Parent contact	Behavior contract	Teacher conference with student	School-issued uniform	Mentoring
Warning	In-class time-out															
Letter of apology	Time out in another classroom setting															
Loss of privileges	Reinforcement of appropriate behaviors															
Use of Student Problem-Solving worksheet	Written reflection about incident															
Seat change	Before or after school detention															
Parent contact	Behavior contract															
Teacher conference with student	School-issued uniform															
Mentoring																
2	<p><i>Appropriate when Level 1 intervention/consequence has been ineffective</i> <i>Teachers use the following interventions to help the students change behavior in the classroom. In some cases, referral to the school administrator may be necessary.</i></p>															
	<p>Parent/guardian involvement</p> <table> <tr> <td>Phone call/letter to parent or guardian</td> <td>Parent contract</td> </tr> <tr> <td>Confiscation of item</td> <td>Parent or guardian accompany student to school or classes</td> </tr> <tr> <td>Supervised time-out outside of classroom</td> <td>Conflict resolution</td> </tr> <tr> <td>Conference with parent or guardian</td> <td>Peer mediation</td> </tr> <tr> <td>Behavior contract</td> <td>Class or schedule change</td> </tr> <tr> <td>Teacher and/or administrator conference with student and/or parent</td> <td>Warning sticker on car</td> </tr> </table>	Phone call/letter to parent or guardian	Parent contract	Confiscation of item	Parent or guardian accompany student to school or classes	Supervised time-out outside of classroom	Conflict resolution	Conference with parent or guardian	Peer mediation	Behavior contract	Class or schedule change	Teacher and/or administrator conference with student and/or parent	Warning sticker on car			
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Teacher and/or administrator conference with student and/or parent	Warning sticker on car															
3	<p><i>Appropriate when Level 2 intervention/consequence has been ineffective</i></p>															
	<p>Office referral required Parent/guardian notification required</p> <table> <tr> <td>Suspension (1-5 days)</td> <td>Community Service (<i>Volunteer work for any non-profit organization, public or private, as a form of restitution</i>)</td> </tr> <tr> <td>Detention</td> <td>Alternative Programs (RAP, ATUP, ADP, BMBP, Teen Court)</td> </tr> <tr> <td>Campus clean-up</td> <td>Learning lab</td> </tr> <tr> <td>In-school suspension</td> <td></td> </tr> <tr> <td>Alternative school-based program</td> <td></td> </tr> <tr> <td>Decision-making room</td> <td></td> </tr> </table>	Suspension (1-5 days)	Community Service (<i>Volunteer work for any non-profit organization, public or private, as a form of restitution</i>)	Detention	Alternative Programs (RAP, ATUP, ADP, BMBP, Teen Court)	Campus clean-up	Learning lab	In-school suspension		Alternative school-based program		Decision-making room				
Suspension (1-5 days)	Community Service (<i>Volunteer work for any non-profit organization, public or private, as a form of restitution</i>)															
Detention	Alternative Programs (RAP, ATUP, ADP, BMBP, Teen Court)															
Campus clean-up	Learning lab															
In-school suspension																
Alternative school-based program																
Decision-making room																
4	<p><i>Appropriate when Level 3 intervention/consequence has been ineffective</i></p>															
	<p>Office referral required Parent/guardian notification required</p> <table> <tr> <td>Suspension (6-10 days)</td> <td>Alternative school-based program</td> </tr> <tr> <td>Restricted activity</td> <td>Referral to Alternative Learning Program</td> </tr> <tr> <td>Modified school day</td> <td>Adjustment transfer to another school</td> </tr> <tr> <td></td> <td>Loss of parking privileges/Car towed</td> </tr> </table>	Suspension (6-10 days)	Alternative school-based program	Restricted activity	Referral to Alternative Learning Program	Modified school day	Adjustment transfer to another school		Loss of parking privileges/Car towed							
Suspension (6-10 days)	Alternative school-based program															
Restricted activity	Referral to Alternative Learning Program															
Modified school day	Adjustment transfer to another school															
	Loss of parking privileges/Car towed															
5	<p><i>Appropriate when Level 4 intervention/consequence has been ineffective</i></p>															
	<p>Office referral required Parent/guardian notification required</p> <p>Extended Suspension (10+ days)</p>															
6	<p><i>Appropriate when Level 5 intervention/consequence has been ineffective</i></p>															
	<p>Office referral required Parent/guardian notification required</p> <p>Expulsion (<i>to be considered only in the most extreme cases</i>)</p> <p>Referral to Alternative Learning Program</p>															



Consequences for Elementary Students

Offense/Violation		Level of Consequence						Reportable to Police
		1	2	3	4	5	6	
Absence (unlawful) <i>Excessive absences may result in recommendation for retention</i>		•	•	•				
Alcohol and Other Drugs <i>Possession · Consumption · Distribution Possession w/intent to distribute</i>		•	•	•	•			
Ammunition		•	•	•				•
Arson/Fire					•	•	•	•
Attack... ...on Students ...on Staff ...on Others	Category I				•	•	•	•
	Category II				•	•	•	•
	Category III			•	•	•		•
	Category IV (Threats)		•	•	•	•		•
Bias Behavior (See Harassment and Intimidation) Report to the Human Relations Specialist within 24 hours <i>First Offense: up to 5 days suspension; BMBP[†] First Offense Letter</i> <i>Second Offense: up to 10 days suspension; BMBP[†] Conditional Reinstatement Letter Attend BMBP[†]</i> <i>Third Offense: May request extended suspension</i>				•	•	•		If illegal
Bomb Threat					•	•	•	•
Bullying			•	•	•			If violent
Cyber-bullying			•	•	•			If violent
Cell Phone Misuse (see also Electronic Device Misuse)			•	•	•			
Cheating		•	•					
Computer Misuse: Criminal Behavior						•	•	•
Malicious Modification					•	•		
Mischievous Modification				•	•			
Mischievous Use		•	•	•	•			
Demonstration and Mass Protest				•	•	•		If causes injury
Destruction of Property/Vandalism			•	•	•			
Disrespect Toward Others		•	•	•	•			
Disruption to Classroom/School		•	•	•	•			
Disruptive Clothing or Appearance			•	•				
Electronic Device Misuse (see also Cell Phone Misuse)			•	•	•			If illegal
Extortion/Strong Arming/Blackmail					•	•		•

[†]Bias Motivated Behavior Program

 = automatic expulsion

for
grades **Pre-K-5**



Offense/Violation		Level of Consequence						Reportable to Police
		1	2	3	4	5	6	
False Fire Alarm					•	•	•	and Fire Marshall
False Information/Accusations		•	•	•				
Fighting: Physical (RAP Program optional)			•	•	•			If causes injury
Fireworks/Explosives			•	•	•			and Fire Marshall
Forgery/Counterfeit Currency			•	•	•			If illegal
Gambling			•	•	•			
Hazing			•	•	•			•
Inappropriate Language		•	•	•				
Inciting or Participating in a School Disturbance			•	•	•			If causes injury
Insubordination			•	•	•			
Leaving an Area and/or Leaving Class and/or School Grounds without Permission		•	•	•				If unable to locate or unknown whereabouts
Matches/Lighter(s): Possession of			•	•				
Use of (see Arson/Fire)				•	•			
Plagiarism				•	•			
Putting substances in another person's food or drink or on a person's body				•	•	•		If illegal
Sexual Activity		•	•	•	•			If illegal
Sexual Harassment			•	•	•			If illegal
Stealing and/or Theft		•	•	•	•			
Tardiness		•	•	•				
Tobacco: Possession, Distribution, Use	First Offense: ATUP and up to 5 days suspension			•				
	Second Offense: 5 days suspension			•				
	Third Offense: Up to 10 days suspension			•	•			•
	Fourth Offense: 10 days suspension and outside ATUP				•			•
Trespassing		•	•	•				•
Unsafe Action(s)			•	•	•			
Weapons (including look-a-like guns)								
Possession of: Firearm								•
Knife				•	•	•	•	•
Other Weapon (includes look-a-like gun)			•	•	•	•		
Possession and/or use of dangerous implements		•	•	•	•			If illegal
Used to Cause or Attempt to Cause Bodily Harm/Injury								•

Consequences for Secondary Students

Offense/Violation		Level of Consequence						Reportable to Police
		1	2	3	4	5	6	
Absence (unlawful) <i>Excessive absences may result in loss of credit for the semester</i>		•	•	•				
Alcohol and Other Drugs * <i>First Offense:</i> <i>Suspension & ADP</i> * <i>Second Offense:</i> <i>May request ext. suspension</i>	Possession*			•	•	•		•
	Consumption*			•	•	•		•
	Distribution						☀	•
	Possession w/intent to distribute					•		•
Ammunition				•	•	•		•
Arson/Fire					•	•	•	•
Attack... ...on Students ...on Others ...on Staff	Category I: Minimum 36 weeks expulsion						☀	•
	Category II				•	•	•	•
	Category III			•	•	•		•
	Category IV (Threats)		•	•	•	•		•
Bias Behavior (See Harassment and Intimidation) Report to the Human Relations Specialist within 24 hours <i>First Offense: 5 days suspension;</i> <i>BMBP[†] First Offense Letter</i> <i>Second Offense: 10 days suspension;</i> <i>BMBP[†] Conditional Reinstatement Letter</i> <i>Attend BMBP[†]</i> <i>Third Offense: Request for extended suspension</i>				•	•	•	•	If illegal
Bomb Threat					•	•	•	•
Bullying				•	•	•		If violent
Cyber-bullying				•	•	•	•	If violent
Cell Phone Misuse (see also <i>Electronic Device Misuse</i>)			•	•	•	•	•	
Cheating (May fail or not receive credit for assignment or course)				•	•			
Computer Misuse:	Criminal Behavior					•	•	•
	Malicious Modification				•	•		
	Mischievous Modification			•	•			
	Mischievous Use	•	•	•	•	•		
Demonstration and Mass Protest					•	•		If causes injury
Destruction of Property/Vandalism			•	•	•	•	•	•
Disrespect Toward Others			•	•	•	•		
Disruption to Classroom/School			•	•	•	•		If violent
Disruptive Clothing or Appearance			•	•	•			
Electronic Device Misuse (see also <i>Cell Phone Misuse</i>)			•	•	•	•	•	If illegal
Extortion/Strong Arming/Blackmail					•	•	•	•
False Fire Alarm					•	•	•	•
False Information/Accusations			•	•	•	•		

[†]Bias Motivated Behavior Program

 = automatic expulsion

Offense/Violation		Level of Consequence						Reportable to Police
		1	2	3	4	5	6	
Fighting	First Offense: Up to 10 days suspension; RAP First Offense Letter							If causes injury
	Second Offense: Up to 10 days suspension; RAP Conditional Reinstatement Letter			•	•	•	•	
	Third Offense: Request for extended suspension							
Fireworks/explosives				•	•	•	•	and Fire Marshall
Forgery/Counterfeit Currency			•	•	•			If illegal
Gambling			•	•	•			
Harassment/Intimidation (See Bias Behavior)				•	•	•		•
Hazing						•		•
Inappropriate Language		•	•	•	•	•		
Inciting or Participating in a School Disturbance				•	•	•		If causes injury
Insubordination			•	•	•	•		
Leaving an Area and/or Leaving Class and/or School Grounds without Permission				•	•	•		If unable to locate or unknown whereabouts
Matches/Lighter(s): Possession of			•	•				
Use of (see Arson/Fire)				•	•			
Non-compliance (of Alternative Program or Behavior Contract)						•		
Plagiarism (May fail or not receive credit for assignment or course)				•	•	•		
Putting substances in another person's food or drink or on a person's body					•	•	•	If illegal
School Uniform (Violation of)	First Offense	•						
	Second Offense		•					
	Third Offense			•	•	•		
Sexual Activity					•	•	•	If illegal
Sexual Assault					•	•	•	•
Sexual Harassment				•	•	•	•	If illegal
Stealing and/or Theft				•	•	•		Value dependant
Tardiness		•	•	•				
Tobacco: Possession, Distribution, Use	First Offense: ATUP and up to 5 days suspension			•				
	Second Offense: 5 days suspension			•				
	Third Offense: Up to 10 days suspension			•	•			•
	Fourth Offense: 10 days suspension and outside ATUP				•			•
Trespassing					•	•		•
Unsafe Action(s)					•	•	•	If illegal
Weapons (including look-a-like guns)								
Possession of: Firearm								•
Knife				•	•	•	•	•
Other Weapon (includes look-a-like gun)					•	•	•	•
Possession and/or use of dangerous implements					•	•	•	If illegal
Use of Weapon to Cause or Attempt to Cause Injury								•

Bus & School Transportation Behavior

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

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

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

Video Cameras and Audio Recording Devices

School buses are now equipped with video cameras and audio recording devices. These tools monitor the passenger area of the bus. The objective is to provide an important additional tool to assist the driver in managing student conduct on school buses, an important safety consideration that benefits all.

Learn more in the **Parent Handbook**. See pages 29-31 for information on bus safety.

Bus Behavior Expectations & Safety Requirements for All Students

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

1. At the Bus Stop	2. When the Bus Arrives
<ul style="list-style-type: none"> • Exercise safe pedestrian practices while on the way to the waiting area for the bus stop. • Arrive at the waiting area for the bus stop ten (10) minutes before bus pickup. • Wait in a quiet and orderly manner. • Stay on your side of the roadway controlled by the bus warning lights. • Be aware, cautious, and respectful of traffic. • Wait in a safe place, clear of traffic, and away from where the bus stops. • Respect private property. 	<ul style="list-style-type: none"> • Remain at the waiting area until the bus comes to a complete stop. • Check traffic from all directions, then check again. • Before walking from the wait area to the entrance of the bus be certain that the bus warning lights are activated and that all traffic in all directions has stopped. • When safe to board, do so promptly. • When boarding, be aware of and avoid the “danger zone,” the ten foot area immediately surrounding the stopped school bus. Be sure that you can see the bus driver’s eyes when in the vicinity of the school bus. • If crossing a street controlled by bus warning lights is necessary, cross promptly after checking that all traffic in all directions has stopped. Cross in front of the bus only. • Upon entering the bus proceed directly to an available or assigned seat.
3. On The Bus	4. Exiting the Bus
<ul style="list-style-type: none"> • Follow instructions of bus personnel. • Be respectful of all people, including all bus personnel. • Use language appropriate for the school setting. • Keep the bus neat and clean. • Do not eat or drink. • Talk quietly and politely. • Sit at assigned seat, if one has been assigned by bus or school site personnel. • Stay in seat; keep aisles and exits clear. • Carry-on items are limited to those that can be held in your lap. No hazardous materials, nuisance items, or animals are permitted on the bus. • Be respectful of the rights and safety of others. • Do not extend head, arms, or objects out of bus windows. • Cell phones are prohibited (off and out of sight) • Remember that school rules apply to the school bus. For example, use or possession of tobacco, alcohol, and other drugs is not allowed. 	<ul style="list-style-type: none"> • Remain seated until the bus comes to a complete stop. • Exit the bus and the bus stop area in an orderly manner. • Exit at your assigned bus stop. • Check traffic from all directions, then check again. • Before exiting the bus, be certain that all traffic in all directions has stopped. • When safe to exit, do so promptly. • Be aware of and avoid the “danger zone,” the ten foot area immediately surrounding the stopped school bus. Be sure that you can see the bus driver’s eyes while in the vicinity of the school bus. • If crossing a street controlled by bus warning lights, cross promptly after checking that all traffic in all directions has stopped. Cross in front of the bus only. • Exercise safe pedestrian practices while on the way from the bus stop to your home.

This handbook is a guide to the rights and responsibilities of students in Anne Arundel County Public Schools (AACPS). 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 particular situation. For additional information, please read the specific laws, policies, and regulations referenced throughout this handbook. AACPS policies are available on the school system's website at

<http://www.aacps.org/aacps/boe/board/policy/Policies.asp>.

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

Learn more in the
Parent Handbook.
Grading
Testing
Graduation Requirements
Academic Eligibility

Student Rights

A 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 Regulations. These rights and privileges can be exercised in school as long as they do not interfere with the rights of others or the schools' responsibilities to provide safe and orderly schools. AACPS encourages each student to balance the expression of his/her rights by honoring his/her responsibilities outlined in this publication.

Right to Freedom of Expression

The First Amendment to the United States Constitution protects religious freedom and liberty against government interference or encroachment. Religious freedom will be subject to limitation only in the event of acts that endanger health and safety, damage property, or disrupt the educational process. There will be no required participation in or attendance at any religious programs, prayers, or devotional instruction as part of a course of study. Being religiously neutral, the schools will not promote any religion, will not express opposition or hostility to religion, and will not show preference for one religion over another. It will be the responsibility of students and staff to respect the religious beliefs of others.

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

Board of Education Policies IFJ/605.09 and IFJ/605.10

Right to Participate in Patriotic Exercises

Maryland Educational 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. Any student or teacher who wishes to be excused from the participation in a flag salute shall be excused.

Board of Education Policies IK/610 and IKA/610.01

Right to Conduct Activities in School Buildings

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

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

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

Board of Education Policies JC/902, JCL/902.12 and AR/902.16

Right to Freedom from Unreasonable Search and Seizure of Property

A student has the right to freedom from unreasonable search and seizure of his/her person and property. School officials, however, have a right under the law to search students or their property whenever there is a reasonable suspicion that the students have something that violates school rules or endangers others. Students may be searched to maintain the ongoing educational process, to maintain order, and/or to protect people and property. Searches may include the student and his/her locker, desk, automobile, or personal belongings. Students shall not be asked nor required to disrobe, i.e., no strip searches.

Board of Education Policy JCE/902.05

Right to Freedom from Corporal Punishment

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

Right to Due Process and Appeal

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

If a student is suspended for ten or fewer school days or believes that an action taken by the school is a violation of policy, the parent may use the Complaint Process, Board of Education Policy JCH/902.08, to initiate an appeal.

If a student is suspended for more than ten school days, the parent may use the procedures set forth in Board of Education Policy JD/903, Student Suspension and Expulsion. Section 7-305 of the Education Article of the Annotated Code of Maryland also sets forth the appeal rights in these circumstances.

Right to Freedom from Harassment and Discrimination

AACPS is governed by federal, state, and local anti-discrimination laws. To address these, AACPS has adopted policies that forbid discrimination in providing equal educational opportunities on the basis of race, color, sex, national origin, religion, age, disability, sexual orientation, or familial status. If a student and/or parent/guardian believes that a student has been discriminated against on these bases, the parent/guardian/student must file a complaint in accordance with Board of Education Policy JCP/(902.16). A copy of the procedure and the necessary forms for filing are available at the local school or in the Human Relations Office of the Dr. Carol Sheffey Parham Building in Annapolis.

Board of Education Policies JC/902 and AR/902.16

Student Rights, continued**Right to Confidentiality of and Access to Student Records**

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

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

School records are maintained and kept by the school office in a secure location. They 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.

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

- the written consent of the eligible student;
- the written consent of the parent/guardian if the student is under 18 years of age; *or*
- a properly issued court order, except under the conditions specified in FERPA.

Under the provisions of FERPA, the district may release educational records to other school systems, colleges, and universities to which the student intends to enroll or transfer without written consent. The district may also release directory information, including name, date of birth, dates of attendance, current school, participation in school activities and

sports, degrees and awards received, and photographs without consent unless the eligible student and/or parent/guardian notify the student's principal in writing not to release the information included as directory information in the student record.

Board of Education Policy JH/907

Participation in Senior Activities

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

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

Administrative Regulation 908.04

Board of Education Policy 608.04

Right of Freedom From Unreasonable Punishment

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

Student Responsibilities

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

Disciplinary Action

Students spend the majority of their time in classroom environments where behavior is expected to meet the high standards set by Anne Arundel County Public Schools. While most discipline matters are managed in the classroom, some student behavior is managed by the office through an office referral that may result in interventions or consequences based on the nature of the violation of AACPS Board policy or the Code of Student Conduct. (See page 8 for *Levels of Consequences*). Parent/guardian involvement is critical to the creation of safe and orderly environments. Parent/guardian notification is *desired* at all levels of interventions and consequences, but it is *required* whenever there is the possibility that a student might be removed from the regular school environment.

Alternative Learning Program Placement Committee

Chronic misconduct may result in the student's removal from school. An Alternative Learning Program Placement Committee will screen candidates for placement in an alternative learning program.

Suspensions and Expulsions

Serious behavior or chronic misconduct may result in the student's removal from school. The removal may range from a short-term suspension (ten days or less), an extended suspension (more than ten days), or expulsion (removal for a period of 36 weeks).

Short-Term Suspension

Short-term suspension means "the removal for disciplinary reasons of a student from school for a period of not more than ten days by a school principal." The principal has the authority to remove a student for misbehavior for a specific time (not to exceed ten school days) at his/her discretion. When possible, the principal or his/her designee will meet with the student to explain the allegations against the student and allow the student to respond to them.

Extended Suspension

Extended suspension means "the removal of a student from a comprehensive school for a period of more than ten school days for a specified violation of the Student Code of Conduct."

- The principal will meet with the student and parent/guardian regarding the suspension and his/her proposal to request an extended suspension from the Superintendent.
- A Special Assistant for Safe and Orderly Schools will meet with the student and the parent/guardian within ten days of the student's removal from school.
- Notice of the meeting with the Special Assistant for Safe and Orderly Schools must be in writing and must inform the parent/guardian and student of the charges and the policy or policies allegedly violated.
- After conducting the conference with the student, the parent/guardian, and school officials, the Special Assistant will report the findings of his/her investigation to the Superintendent or his/her designee.
- The Superintendent or his/her designee will determine whether to grant the principal's request for extended suspension. If granted, notice of this decision must be in writing and must inform the parent/guardian the charges and the policy or policies violated, the educational services provided to the student during the extended suspension, if any, the readmission to school process, and the parent/guardian's appeal process and timelines. If the principal's request for extended suspension is not granted, the principal or his/her designee will contact the parent/guardian to schedule an intake conference with him/her and the student.
- This 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 ten days after receipt of the letter of notification of extended suspension.
- If the parent/guardian disagrees with the Board's decision, they may, under certain circumstances, appeal in writing to the Maryland State Board of Education within 30 days after the date of the Board's decision.

Student Responsibilities, continued**Extended Suspension for Students with Disabilities**

When the school system seeks to suspend students with disabilities for more than ten days, the Individual Education Program (IEP)/504 team must meet within ten days of the student's removal from school. The purpose of this meeting is to determine whether or not the behavior was a manifestation of the student's disability.

- If the IEP/504 team determines that the behavior is related to the student's disability, the student is returned to school immediately.

For students with IEPs:

- Regardless of whether the conduct is related to the disability, if the incident for which the student is being disciplined involves a dangerous weapon, a controlled dangerous substance, or serious bodily injury, the school system can unilaterally place a special education student in an alternative education setting for up to 45 days.
- If the IEP team determines that the conduct is not related to the disability, the student is subject to the regular discipline procedures explained herein. The school system is required to continue to provide the student with a free, appropriate, public education.

Board of Education Policy JD/903

Expulsion

Expulsion means "the removal of a student from Anne Arundel County Public Schools for a minimum of 36 weeks, in compliance with federal and state laws and regulations, for a specified violation of the Student Code of Conduct." In addition to the procedures described above for suspension, the Superintendent or his/her designee must review each expulsion request to determine if the expulsion is appropriate. A decision to expel a student may only be made by the Superintendent or his/her designee in response to a principal's request. Upon determination that a student should be expelled, the Superintendent or his/her designee will provide the student and his/her parent/guardian a written statement of the reason(s) for the expulsion, the educational services provided to the student, if any, the process for readmission, as appropriate, their right to an appeal, and their rights at the appeal hearing, if one is requested.

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

36 Weeks
Firearms (Possession or use) Use of Weapons Category I Physical Attack Distribution of Controlled Dangerous Substances (CDS)

Expulsion for Students with Disabilities

When expulsion is granted with regard to a special education student, the same procedures will apply as those outlined above for extended suspension for special education students.

Board of Education Policy JD/903

Readmission to School Procedures

Upon approval, students will be allowed to apply for readmission to Anne Arundel County Public Schools at the beginning of the semester closest to the end of the period of expulsion.

Example:

Date of Expulsion: *November 25, 2006*

End of Expulsion period: *November 25, 2007*

Readmission date: *January 30, 2008*

(start of the second semester)

If students are given an opportunity to apply for readmission, students will be required to complete an application packet to include documented evidence of participation in specific activities during the time of expulsion. *These activities must show a positive change in behavior and attitude and participation in educational experiences, as well as an understanding of their role in the original incident.*

A Readmission Review Board, made up of Anne Arundel County Public Schools personnel, will meet with the student and his/her parents or guardians, review the application, and determine the appropriateness of permitting the student to return to an Anne Arundel County Public Schools program. Readmission conferences from an expulsion will be held in May, July, and December each year.

Readmission from an Extended Suspension

The parents/guardians are required to seek readmission to the regular school program for their child as a result of an extended suspension. They should contact the Director of Safe and Orderly Schools in writing, and request a conference to discuss under what arrangements their child may return to school. The request may be submitted at any time after receipt of the “Letter of Notification” of the extended suspension. In certain circumstances a student might not be allowed to return to their home or neighborhood school. After a student is placed on extended suspension from school, parents have a choice as to whether to appeal the extended suspension or to seek readmission to school. If the parents/guardians seek readmission to the regular school program for their child, they should contact the Director of Safe and Orderly Schools and request a conference to discuss under what arrangements their child may return to school. The request may be submitted at any time after receipt of the letter of notification of extended suspension.

Students who are placed on extended suspension and receive education services through the alternative schools will transition to a regular school through the alternative school rather than through the readmission procedure described in this section.

Academic Integrity

Learning occurs best in an environment of academic integrity. Academic integrity is defined as exhibiting honesty in all academic exercises and assignments. High ethical standards are integral parts of student and teacher character. Students are expected to exhibit academic integrity with regard to all assignments.

Middle and high school students will be asked to sign an acknowledgment that they have read Board Policy 613 at the start of each course. Violations of will be reported to the office and may result in:

- Credit being withheld for an assignment
- Failing and/or not receiving credit for a course (for violations during the final examination)

Consequences may vary according to the severity of the violation as determined by the principal or his/her designee.

Board of Education Policy IN/613

Technology Resource Use by Students Policy

Students will have the opportunity to use Anne Arundel County Public Schools (AACPS) computer resources, which includes access to the Internet, a world-wide information network with a vast array of instructional resources available for teacher and student use. Student use of technology develops skills in defining, accessing, managing, integrating, evaluating, creating, and communicating information.

For computers that are accessed by minors, and in accordance with the Children’s Internet Protection Act (federal law enacted December 2000), AACPS has implemented technology protection measures to block or filter Internet access to pictures and sites that: (a) are obscene, (b) are child pornography, or (c) are harmful to minors.

Anne Arundel County Public Schools is committed to providing safe and quality instructional opportunities for all students. The student is responsible for appropriate behavior while using computer resources. Teachers monitor student activities while online for appropriateness and instructional relevance.

Students shall:

- Use the provided school network account in an ethical, responsible, and legal manner for school-related tasks only.
- Communicate with others using appropriate language in a courteous and respectful manner.
- Maintain the privacy of their personal information, such as name, address, phone number, account passwords, social security numbers, and respect the same privacy of others.
- Use only user accounts and passwords provided by the school.
- Comply with copyright laws and intellectual property rights of others.

Students shall not:

- Seek to override or bypass computer or network security provisions.
- Use any network account for non-school related activities.

Student Responsibilities, continued

- Conduct unauthorized copying of licensed software; download or copy files without permission; or install personal software on computers.
- Plagiarize online content.
- Read, send, or forward personal e-mail, chat messages, or instant messages.
- Use or import offensive, obscene, libelous, disruptive, or inflammatory language, pictures, or other material on any AACPS computer or network.
- Remove or damage computer components.
- Knowingly access unauthorized computer workstations or software to tamper with or destroy data.
- Use electronic resources for commercial, personal purchasing, or illegal purposes.
- Use electronic resources for blogging; participating in social network sites, such as myspace.com; or to conduct cyber bullying.
- Use electronic resources and equipment in any other manner that would violate AACPS Board policies.
- Share user account information or passwords with others.

Directed Internet use—All Grade levels

- Requires appropriate adult supervision (i.e., staff members or their adult designees are present to the extent that active monitoring of student access to the Internet occurs).
- Internet use is permitted at all levels and in compliance with above stated conditions.
- Internet searches will be conducted using AACPS approved search engines and sites.

Independent Access for High School Students only

- Is permitted within the presence of an adult and in compliance with the above stated conditions.

Penalties

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

Board of Education Policy JCC/902.03A

Getting Help With a Problem**School Problems**

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

1. Tell the nearest teacher or adult staff member. Tell him/her exactly what has happened to the student or what the student has observed happening to someone else. Problems of discipline, security, and personal safety are considered very serious.
2. Talk to the principal or assistant principal right away.
3. Express feelings. It is natural to feel worried and upset. Talk to someone who will listen and understand—perhaps a peer mediator, peer helper, teacher, school counselor, school psychologist, social worker, or an adult mentor. It is important to talk to a trusted adult.
4. Ask to talk to a school counselor, school psychologist, or 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.
5. In addition to alerting school personnel, a student should tell his/her parents about the problem. They will want to know.
6. A student may also call the *Student Safety Hotline* at 1-877-676-9854.

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

Personal Problems

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

1. If possible, discuss the problem with parents/guardians.
2. If a student and his/her parents/guardians cannot solve the problem, there are a number of people in the school who may be able to offer additional help. The student may speak to a teacher with whom he/she feels comfortable.

3. School counselors, psychologists, and social workers at the school are trained to offer help with personal problems. Peer counselors are available in many of the county's secondary schools to help fellow students with problems. They can also lead the student to other resources he/she may not be aware of.
4. The assistant principal and the principal will also be able to discuss the problem with the student and attempt to work on a solution. If they are unable to do so, they will seek assistance.

Academic Problems

For help with an academic problem, the student should:

1. See the teacher who teaches the subject. Students may seek out the teachers on a personal basis. Teachers routinely work with individual students who are having academic problems. The teacher may recommend help sessions or mentoring or may make a referral for additional assistance. The teacher may ask for a conference with the student and his/her parents/guardians.
2. If the teacher is unable to help the student resolve the problem to the student's satisfaction, the student should go next to the department chairperson or lead teacher.
3. Further help can be obtained through the school counselor.
4. For problems that are still not resolved after the student has talked with the school counselor, the student should discuss the matter with his/her parents/guardians and with the principal or assistant principal. Parents/guardians may wish to join the student in discussions with the principal.
5. Solving an academic problem requires the student's help, along with the help from teachers and sometimes parents/guardians, school counselor, and other school professionals.
6. Your school may have a Homework Hotline to assist you.

Extracurricular Activities

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

1. See the advisor assigned to the activity at a time when he/she can give you his/her undivided attention. Try not to discuss the problem during the activity period itself.
2. If the activity involves athletics or cheerleading, see the athletic director of your school.
3. If the student does not know who is assigned as advisor to the activity, the student should see an administrator.
4. If the student is unable to get help in solving the problem by doing the above, discuss the matter with parents/guardian and with the principal. Parents/guardians may wish to join the student in discussions with the principal.

Group Problems

For help with a group problem related to discipline, security, personal safety, or welfare:

If a group of students feels it shares a common problem, the best way to seek assistance is for the group to send two or three representatives to the teacher or administrator involved and present the group's point of view on the matter. Communication between one or two people and a large group is extremely difficult and is an ineffective approach to problem-solving. The most effective approach is one that involves communication between representatives of the groups involved.

Confidentiality in Counseling

When a student indicates that he or she is thinking about hurting himself or herself or other students, school personnel are required to take action to ensure the safety of the student or other students. This action may include sharing of information with the school principal, parents, and other outside agencies.

(Administrative Regulation 800.04)

No statement, oral or written, made by a student seeking counseling for any form of drug abuse may be used as admissible evidence against him/her in any proceedings.

(State Education Article 7-410) Academic Problems

Getting Help, continued**Peer Mediation**

Peer mediation is a student-based, voluntary process for resolving conflict among students, grades kindergarten through 12. School counselors train and supervise peer mediators. Last year, 716 trained mediators conducted 870 peer mediator sessions. Peer mediators support safe teaching and learning environments by increasing student responsibility for behavior and decreasing time spent on discipline. Currently, many elementary, middle, and high schools, offer peer mediation.

Where to Get Help

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

- Conflict resolution
- Peer Mediation
- Peer Helpers
- Natural Helpers
- Tutors/Mentors
- School Nurses
- Teachers
- School Counselors
- School Psychologists
- Principals
- School Social Workers
- Other school administrators
- Pupil Personnel Workers
- School Resource Officers
- Student Safety Hotline: 1-877-676-9854

**If You are Being Bullied...**

- Tell someone—
a parent, a teacher, a counselor
- Try not to show anger or fear
- Calmly tell the student to stop...
or say nothing and walk away
- Try to avoid situations where bullying
is likely to happen

**If You Know Someone
who is Being Bullied...**

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

Bullying

Dress Appropriately

Create a respectful and safe teaching and learning environment in school.

Headwear • Only for health, safety, or religious reasons

Shoes • No bare feet

Clothing • Cannot show profanity, obscenity, violence, or symbols of hate

- Cannot promote alcohol, tobacco, or drugs
- Cannot promote gang colors or gang-related signs
- Cannot show underwear
- Cannot show bare skin between upper chest and mid thigh

Examples of inappropriate dress:

- *baseball caps*
- *tank tops*
- *midriffs*
- *tobacco or alcohol brand T-shirts*
- *pajama bottoms*

School is a place where students are to dress in clothes that promote an atmosphere of learning. Clothes that create a disruptive environment or cause a health or safety hazard are not appropriate and not acceptable at school. School personnel will enforce this dress code.

Glossary

Absence, unlawful

An absence for a day or any portion of a day for any reason, other than those cited or coded as lawful. A student who misses six or more days of school in a semester is considered “excessively absent.”

Absence, lawful

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

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

Alcohol and Other Drugs

Alcoholic substances, inhalants or other intoxicants, and controlled dangerous substances, including prescription drugs, over the counter medications, look-alikes, and substances represented as controlled substances, and drug paraphernalia.

Possession

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

Consumption/Use

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

Distribution/Sale

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

Possession with Intent to Distribute

The student has in his/her possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to another person/people with or without compensation.

Alternative Learning Program Placement Committee

Interdisciplinary team that review requests for placements outside of the regular school (Mary E. Moss Academy and J. Albert Adams Academy).

Alternative Schools

Mary Moss Academy

(grades 9-12)

J. Albert Adams Academy at Adams Park

(grades 6-8)

Evening High School Programs

(16 years old and older)

Referrals to the Student Safety and Discipline Review Committee may be made for students with chronic disciplinary problems. These academies offer students educational services designed to address the students’ academic, social, and behavioral needs. Both academies require students to wear uniforms, require parent involvement, and allow for random drug testing.

Alternative School-based Programs

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

Alternatives to Drugs Program (ADP)

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

Ammunition

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

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

Anti-Tobacco Use Program (ATUP)

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

Arson/Fire

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

Attacks

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

Category I

A physical attack causing serious physical injury

Category II

A physical attack causing minor physical injury

Category III

A physical attack without injury but may include other aggressive physical action against another

Category IV (Threats)

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

Bias Behavior

(See Harassment and Intimidation)

An offense, verbal, written, or symbolic in nature, committed against a person or property which is motivated by the offender’s bias, a negative opinion or attitude toward a group of persons based on their race, religion, disability, sexual orientation, or ethnicity/national origin.

Types of bias:

Disability

A negative opinion or attitude toward a group of persons based on their physical or mental impairments/challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age, or illness.

Ethnicity/National Origin

A negative opinion or attitude toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.

Racial

A negative opinion or attitude toward a group of persons who possess common physical characteristics; i.e., color of skin, eyes, hair, facial features, genetically transmitted by descent and heredity which distinguish them as a distinct division of humankind.

Religious

A negative opinion or attitude toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being.

Sexual-Orientation

A negative opinion or attitude toward a group of persons based on their sexual attraction toward and responsiveness to members of the opposite or same sex.

Hate Crime

Bias behavior that is a criminal offense.

Bias Motivated Behavior Program

A program designed to help students and their parents acquire knowledge, skills, and attitudes needed to maintain a safe and tolerant lifestyle.

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

Repeated, conscious, willful and deliberate intent, direct or indirect, to physically or psychologically intimidate or distress someone else; physical, social, or verbal actions or intimidation toward another person with negative intent.

Cell Phone Misuse

Use of cellular phone, camera phone, video phone, or other communication devices during the school day or on

school buses unless in an emergency. (See also *Electronic Devices Misuse*)

Cheating

Providing, receiving, or viewing answers to quiz or test items or independent assignments. Having books, notes/notebook out during test without permission.

Cutting class

Unlawful absence from a class or school activity. (see Absences, unlawful)

Community Service

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

Computer misuse

Any unauthorized or inappropriate use of computers.

Criminal behavior

Using school system computers to commit a criminal act, such as hacking into servers or altering grades without a teacher's permission.

Malicious modification

Purposely damaging school system computer resources, such as forcible removal of CD tray doors and the tray itself.

Mischievous modification

Unauthorized modifications of school system computers that do not permanently damage system resources, such as loading unlicensed software on a school computer.

Mischievous use

Using school system computers for unauthorized activities, such as playing unauthorized games, using discs or CDs brought from home or visiting any unauthorized site.

Conditional Reinstatement Contract

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

Conference

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

Consequence

A result that follows from an action or condition.

Criminal behavior

Any behavior that is considered an infraction against the law.

Cyber-bullying

The use of information and communication technologies—email, cell phones, pagers, text messages, instant messaging, defamatory personal Web sites, personal polling sites, or a combination of these—to support deliberate, repeated, and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others. (see *Bullying*)

Dangerous Implements

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

Demonstration and Mass Protest

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

Destruction of Property/Vandalism

Damage, destruction, or defacement of property belonging to the school or others.

Disrespect Towards Others

Inappropriate comments or physical gestures to others.

Glossary, continued**Disruption to Classroom or School**

Behavior (including possession of toys at the elementary level) that interferes with instruction, learning, and a safe and orderly environment, which includes, but is not limited to, chronic talking, throwing objects, horseplay, teasing, refusal to remain in seat, rude noises, selling items on campus, etc.

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; 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; 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, hats, caps, hoods, chains, spikes, or other head wear except as required for health, safety, or religious purposes, and clothing worn in such a manner so as to reveal underwear or bare skin between the upper chest and mid-thigh.

Due Process

A student facing suspension must be given oral or written notice of the allegations; an opportunity to hear the evidence, to respond if the student denies the allegations, and notice and hearing before the student is removed from the school. Note: a student that poses a danger to persons or property may be removed immediately with the notice and hearing following as soon as possible.

Electronic Device Misuse

Use of communication devices, such as cell phones, and other electronic devices during the school day or on school buses unless in an emergency. Other devices include, but are not limited to the use of an iPod, CD player or hand-held game, use of camera cell phones or PDA camera to invade

privacy (in locker rooms, restrooms, etc.) or violate this code of conduct. (See also *Cell Phone Misuse*)

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.

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.

Fireworks/Explosives

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

Forgery/Counterfeit Currency

Purposely signing another person's name or making and/or distributing realistic copies of something, especially money, in order to defraud or deceive.

Gambling

Wagering money or property.

Harassment and Intimidation

(see *Bias Behavior*)

A behavior continuing over a period of time that makes a person feel uncomfortable or unsafe.

Hazing

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

Inappropriate Language

Using vulgar or abusive spoken or written language, such as cursing, swearing, or threatening.

Inciting/Participating in School Disturbance

Causing a disruption to the atmosphere of order and discipline in the school or otherwise preventing orderly conduct.

Infraction

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

Injury

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

Insubordination**(Uncooperative behavior)**

Refusing to follow a reasonable request to a specific direction/instruction of an adult through disobedience, defiance, unruliness, or noncompliance which includes, but is not limited to, walking away when an adult is talking to you, talking back to an adult, refusal to work in class, refusal to report to the office, refusal to allow search.

Leaving Area without Permission and/or Leaving Class or School Grounds without Permission

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

Non-compliance

Failure to attend or successfully complete one of the Anne Arundel County Public Schools required alternative programs, i.e., RAP, ADP, ATUP, and Bias Motivated Behavior.

Plagiarism

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

Putting Substances in Another Person's Food or Drink or on a Person's Body

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.

Readmission Review Board

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

Responsible Actions Program (RAP)

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

Reckless Vehicle Use

Irresponsible use of an automobile or motorcycle on school property. (see *Unsafe Actions*)

Reportable to Police

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

Restitution

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

Student Safety Hotline

1-877-676-9854

This hotline is anonymous and toll-free. There is no need to give one's name. However, it gives everyone the ability to report a circumstance that threatens the safety, security, and well-being of students and/or staff.

School Uniform Policy

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

Sexual Activity

Inappropriate behavior of a sexual nature, including, but not limited to,

indecent exposure, consensual sex, or possession of sexually explicit material.

Sexual Assault

Physical sexual attack on school system staff, or another student.

Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others.

Stealing

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

Tardiness

Arriving late to school or to class.

Theft

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

Teen Court

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

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

Possession, use, sale, or distribution of tobacco or tobacco products, including but not limited to cigarettes, cigars, pipe tobacco, snuff, chewing tobacco, or smokeless tobacco.

Trespassing

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

Unsafe Action

Any action that has the potential to cause danger or physical harm to self or others, to include *Reckless Vehicle Use*.

Weapon (including look-a-like guns; also see Ammunition)

A weapon is, by way of illustration and without limitation, one of the following:

Firearms

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

Other Guns

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

Other Weapons

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

Weapons Used To Cause Bodily Harm/injury

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

Board of Education Policies & Administrative Regulations

Related Board of Education Policies are identified here and can be accessed through your local library, school, or via the www.aacps.org. Infractions that do not relate to a specific policy fall under Policy 902.03, Student Conduct.

All Board policies are currently in a review process and transition to a new coding system. In this handbook, policies are referred to by their existing number codes. Please be advised that the Board of Education may revise or create policies over the course of the school year. Policies and regulations referred to in this handbook are available in the Anne Arundel County Board of Education Policies and Regulations Manual located in each public school office or on our website at www.aacps.org.

State laws, State Board of Education Bylaws, and Anne Arundel County Board of Education Policies and Regulations that are enacted after the publication of this document shall supersede those statements and references contained in this publication.

Board of Education Policy

JCC/902.03... Student Conduct

Technology Resource Use by Students (JCC/902.03A)
Search and Seizure (JCE/902.05)
Use of Tobacco (JCI/902.09)
Corporal Punishment (JCJ/902.10)
Use of Personal Electronic Communication (JCO/902.15)
Anti-harassment & Intimidation, Hazing, Bullying/Bias Behavior (AR/902.16)
Attacks by Students (JCQ/902.17)
Possession & Use of Dangerous Implements (JCR/902.18)
Alcoholic Beverages, Controlled Dangerous Substances or Other Intoxicants (JI/908)
Transportation (EAB/700.02)

IN/613 Academic Integrity

JBA/901.01 ... Student Absences & Excuses— Lawful and Unlawful

JC/902 Rights and Responsibilities

JCD/902.04... Student Attire & Personal Appearance

JCG/902.07... Care of School Property by Students

JD/903..... Student Suspension & Expulsion

JEJ/904.09 Prohibited Vehicles

JH/907..... Student Records

The Anne Arundel County Board of Education

Programs and Policies of the public schools are established by an eight-member board.

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

Tricia Johnson
President

Enrique M. Melendez
Vice President

Victor E. Bernson, Jr.
Edward P. "Ned" Carey

Michael G. Leahy
Patricia Nalley
Eugene Peterson
Sage T. Snider
Student Member

About the Student/Parent Handbook

Each year AACPS reviews the Student/Parent Handbook. A committee of parents, teachers, administrators, and advocates meets to consider recommendations and to make needed revisions. Each local school safety plan is reviewed in like manner. The revisions are then reviewed by legal counsel and forwarded to the Superintendent for recommendations to the Board of Education of Anne Arundel County.

Questions concerning the handbook should be directed to:

Kathy Lane
Director of Alternative Education
Anne Arundel County Public Schools
2644 Riva Road, Annapolis, MD 21401
(410) 222-5193

or

Dr. Leon Washington
Director of Safe and Orderly Schools
Anne Arundel County Public Schools
2644 Riva Road, Annapolis, MD 21401
(410) 222-5288



Get HOMEWORK Help!

Visit the Homework Center at your local public library. Look for homework resources in any library branch or go to **www.aacpl.net** and click on “Homework.”

The following are available from your home computer with your library card number or on any library branch computer:

- **Electronic Databases** with biographies, literary criticism, debate topics, full-text magazine and newspaper articles, timelines, practice SAT and AP tests
- **Live Homework Help** tutoring over the Internet for grades 4 to 12, from 2PM until midnight, 7 days a week
- **AskUsNow** 24/7 live chat reference via www.aacpl.net
- **AskALibrarian** email reference service

For more information about library services please call 410-222-7371.



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