

**Administrative Procedures for Policy #1112 (Administration)  
Regarding Student Discipline**

- I. In order to maintain a safe school environment, schools will respond when students fail to meet standards of conduct including those defined in federal and state laws and regulations; Calvert County Public Schools policies, procedures, and the Code of Student Conduct; and individual school rules and guidelines.
- II. Calvert County Public Schools operates on the premise of Progressive Discipline. Progressive Discipline is defined as a range of consequences for violation of behavioral standards which provide the foundation for Calvert County Public Schools disciplinary actions. Student discipline is applied at the lowest level commensurate with the action or behavior that precipitated the intervention. A balanced approach in determining the interventions and/or consequences to be used is based on an assessment of the situation and a continuum of disciplinary standards.
- III. The Director of Student Services will publish a Code of Student Conduct which will, at a minimum, list behavioral standards and a range of interventions and consequences for students who violate those standards. This Code of Student Conduct will provide the foundation for Calvert County Public Schools disciplinary standards.
  - A. In order to maintain a safe school environment, schools must respond when students fail to meet certain standards of conduct. CCPS operates on the premise of Progressive Discipline. Student discipline is applied at the lowest level commensurate with actions or behaviors that precipitated the intervention. A balanced approach in determining the intervention and/or consequences to be used is based on an assessment of the situation and a continuum of progressive disciplinary strategies.
- IV. Unacceptable behavior toward school personnel will not be tolerated whether on school property or in the community. Examples of conduct that may occur off school premises which may result in disciplinary action by school officials may include, but is not limited to, destruction of property, verbal and written threats, and physical assault/attacks.
- V. The presence in school of a student who has been charged for involvement in a violent incident or an incident in which a weapon was used out-of-school may pose a serious threat to the safety and well-being of students and /or staff, and may pose a threat of disruption to the educational process in the school. When it is determined that a student who has been charged for involvement in an act of violence or one in which a weapon was used represents a serious threat to others or him/herself, or whose presence in school represents a likelihood that the educational process will be substantially disrupted, the student will be assigned to an alternative educational placement pending a final administrative decision on his/her educational status in the public school system.
- VI. Suspension and Expulsion
  - A. The Education Article of the Annotated Code of Maryland empowers the principal to suspend a student for improper conduct in school. A student may be suspended only by the principal or his/her designee.

## B. In-School Intervention

1. In-School Intervention (ISI) differs from ISS. During ISI the student receives direct instruction and special education services (when applicable) to enable the student to continue to participate in the general education curriculum.
2. The goals of In-School Intervention:
  - a. Special education services can be provided in the ISS/ISI room or the student may be permitted to participate in the setting designated on his/her IEP.
  - b. Special education services provided can be provided by a special education teacher, general education teacher or instruction assistant under the direction of a special education teacher.
  - c. The services may not necessarily be hour for hour as the student is receiving one on one instruction so the direct instruction may not require the length of time indicated on the IEP.

## C. In-School Suspension

1. In-School Suspension is designed primarily as an alternative to Out-of-School Suspension for students who have violated school policies and procedures concerning student behavior and conduct.
2. The goals of the In-School Suspension Program are:
  - a. To serve as a consequence for students who violate school rules or Board of Education policies or procedures.
  - b. To serve as a deterrent to undesirable student behavior;
  - c. To provide an opportunity for students to remain current in class assignments; and,
  - d. To provide an opportunity for students to attend school.
3. The Director of Student Services or designee will establish the rules for student behavior for the ISS program.
4. A behavior sheet will be maintained on all students in the ISS program. Negative points will be given for violations of rules. An accumulation of negative points may result in the assignment of additional days beyond the original placement.
5. Students will not be permitted to participate in or attend extracurricular activities during their second or subsequent placements in ISS.
6. If a student accumulates more than 15 points, he/she may be suspended out of school.
7. If a student is absent on the day ISS is assigned, the day will be served upon the student's return to school.

## D. Out-of-School Suspensions for Not Longer than Ten (10) School Days

1. The student is given the opportunity to learn what he or she is accused of doing and given a chance to offer an explanation.
2. If a suspension for 10 days or less is warranted, the principal or his/her designee will inform the student of the suspension and the reason for it. The student will be given the opportunity to offer an explanation.
3. The principal or his/her designee will complete a Notification of Student's Suspension Form. One copy will be given to the student, one copy will be mailed to the parent or guardian, one copy will be filed in the student's cumulative folder in the school, and one copy will be forwarded to the Director of Student Services.
4. The principal or his/her designee will make every reasonable effort to notify the parent or guardian by telephone and/or in person of the student's suspension and the reason for it. If these efforts are unsuccessful, the mailing of the notification (see VI.B.2) is deemed sufficient.
5. If the parent cannot be reached by telephone or in person, the effective time of the suspension shall be at the end of the school day. In the meantime, the student may be placed in In-School-Suspension but must remain at school under staff supervision. If the behavior of the student is, in the judgment of the principal or his/her designee, harmful to him/herself or others, the principal or designee should request assistance from the appropriate persons to remove the student from the school building.
6. Before a student is readmitted to school from a suspension, the parent/guardian must confer with the principal or designee. The participants in the conference, the date of the conference, and outcomes of the conference are to be noted on the school's copy of the suspension form.

E. Out-of-Schools Suspensions for More than Ten (10) School Days—Expulsion

1. If a suspension for 10 days or more is warranted, the principal will inform the student of the suspension and the reason for it and will immediately report the request for an extended suspension or expulsion to the Superintendent or his/her designee.
2. The Superintendent or his/her designee will promptly verify the appropriateness of an extended suspension or expulsion.
3. The principal or his/her designee will prepare a Request for Extension of Suspension or Expulsion form. One copy will be given to the student, one copy will be mailed to the parent or guardian, one copy will be filed in the student's cumulative folder in the school, and one copy will be forwarded to the Director of Student Services.
4. The principal or his/her designee will immediately notify the parent or guardian by telephone or in person of the suspension and the reason for it. If the principal's efforts to contact the parent or guardian are unsuccessful, the mailing of the notification (VI.C.3) is sufficient.
5. If the parent cannot be reached by telephone or in person, the effective time of the suspension shall be at the end of the school day. In the meantime, the

student may be placed in In-School-Suspension but must remain at school under the supervisor of the principal or his/her designee. If the behavior of the student is, in the judgment of the principal, harmful to him/herself or others, the principal or designee should request assistance from the appropriate persons to effect the student's removal from the school building.

6. If the Superintendent's designee determines that a suspension longer than ten (10) school days is warranted, the designated representative shall promptly arrange a conference with the principal or his/her designee, the student, and the student's parent or guardian. If the student has an active Individualized Educational Plan (IEP) and is receiving special education services; an IEP committee meeting must be convened to review the student's IEP and determine if the offense is or is not a manifestation of the student's disability. If the IEP committee determines that the offense is not a manifestation of the student's disability, the Superintendent or his/her designee shall promptly arrange a conference with the principal, the parent(s)/guardian(s) and the student.
7. If, as a result of this conference, the Superintendent or his/her designee determines that suspension of more than ten (10) school days or expulsion is warranted, the principal or his/her designee, the parents or guardian, shall be so notified by the Superintendent or his designated representative.

## VII. Appeals of Suspensions

### A. Out-of-School Suspensions of Not More than Ten (10) Days

1. Appeals of In-School- and Out-of-School suspensions of not more than ten (10) days must be made first to the school principal. This appeal must be submitted in writing within 5 days of the alleged violation/misapplication of the Code of Student Conduct or other pertinent policy.
2. If the principal denies the appeal, the parent or guardian may request a review by the Superintendent or his/her designee in writing within 10 days of the principal's decision.
3. If the Superintendent or his/her designee denies the appeal, the parent/guardian may request in writing within 30 days of the Superintendent's or his/her designee's decision a review by the Calvert County Board of Education.
4. If the Board of Education denies the appeal, the parent/guardian may file a written appeal to the Maryland State Board of Education within 30 days of the Calvert County Board of Education's decision.

### B. Out-of-School Suspension for More than Ten (10) Days

1. Out-of-School Suspensions for more than 10 days or expulsions may be appealed to the Calvert County Board of Education in writing within 10 days after the determination by the Superintendent or his/her designee.
2. The appeal to the Calvert County Board of Education does not stay the decision of the Superintendent.

VIII. Due Process

- A. Each student in Calvert County must be afforded his/her due process rights. This means that a student must be given an opportunity to learn what he/she is accused of doing and must be given the chance to offer an explanation before the principal or his/her designee makes a final decision regarding consequences for specific behaviors.
- B. Any student or parent alleging a violation of due process rights is encouraged to discuss these concerns with the principal. Absent resolution at that meeting, the student/parent may appeal a decision of the school principal or his/her designee to the Superintendent or his/her designee within 10 school days of the final decision of the school principal. The Superintendent or his/her designee's decision may be appealed to the Board of Education within 30 days of the decision. The Board of Education's decision may be appealed to the State Board of Education within 30 days after a final decision has been made by the local Board of Education.

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