# Cecil County Public Schools

# Student Rights and Responsibilities Handbook

**PLEASE NOTE:**
**The last page of this booklet needs to be signed and returned to school.**

*Revised August 2023*

# ACKNOWLEDGEMENTS

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# CECIL COUNTY PUBLIC SCHOOLS
## DEPARTMENT OF EDUCATION SERVICES

GEORGE WASHINGTON CARVER EDUCATION LEADERSHIP CENTER
201 BOOTH STREET • ELKTON, MD 21921

*Serving Learners, Families, and the Community.*

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Jeffrey A. Lawson, Ed.D.
*Superintendent of Schools*

Diana B. Hawley
*President, Board of Education*


Dear Students and Parents:

As we begin the 2023-2024 school year, I would like to provide you with a copy of our Student Rights and Responsibilities Handbook. This document contains a comprehensive reference of policies and procedures that address the expectations of students in Cecil County Public Schools. I encourage both students and parents to review its contents and use it as a reference as needed throughout the school year.

It is important that students understand the policies that are described in this handbook. The regulations pertaining to student conduct have been developed in order to maintain a safe, secure, and orderly school environment that is conducive to learning.

Just as we ask students to understand the rules under which we operate, it is also imperative that as adults we are fostering an environment for our children at school and at home that promotes these same values. As parents, teachers, or school staff members, we must help students understand the connection between the choices they make today and the impact of those choices on their future.

In CCPS, it is our goal every day to support students in achieving their own individual success. I hope that you will partner with us in this most important endeavor.

Sincerely,

Jeffrey A. Lawson, Ed.D.
Superintendent of Schools

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## INTRODUCTION AND PURPOSE:

The Code of Maryland Regulations (13A.08.01.10) requires that each school system apprise students of their responsibilities and rights as school citizens. Due process directs that students be informed of rules and regulations prior to any enforcement of said rules and regulations.

The Board of Education of Cecil County empowers the Superintendent of Schools to publish annually a handbook for students. This handbook will be updated and revised as necessary to reflect changes in laws, bylaws, policies, and regulations. Distribution of this handbook will be according to a schedule determined by the Superintendent of Schools.

This handbook contains policies and regulations primarily related to students' rights and responsibilities. This handbook is limited to interventions and consequences for violations of the Student Code of Conduct, and does not include all policies and regulations of the Cecil County Public Schools Board of Education. Please refer to the Cecil County Public Schools website (www.ccps.org) for a complete listing of policies and regulations. Please take the time to review this handbook.

A copy of this publication has been provided to each Cecil County Public School student. Please detach the last page of this publication (The Student Rights and Responsibilities Acknowledgment Form-Appendix F) and return it to your child's school office by September 30 to verify that the information enclosed has been read, reviewed, and understood by your family.

## STUDENT RIGHTS

All students have the right to a free and unhindered opportunity to receive an education in a safe and secure environment. Except by means of due process, a student attending school may not be denied this right by other students or by school personnel. No student's behavior may be such that other students are denied the same right, nor may student behavior be such as to hinder members of the school staff from carrying out their responsibilities.

The Board of Education maintains that the purposes of discipline are primarily to create and maintain a safe and orderly school environment, conducive to learning, and promote appropriate interaction and good citizenship. The Board asserts that, while there are many ways to affect good discipline, there may be occasions when, for serious acts of misbehavior or repeated disruptions, a student may be subject to a suspension from school.

The Board further recognizes that the safe and effective operation of a school is very much dependent upon discipline regulations that are administered equitably, consistently, and systematically. In addition, the Board recognizes that the responsibility for good discipline and good citizenship is shared by parents, students, and school staff.

Student Responsibilities:

- Be accountable for their actions and their learning.
- Abide by laws, policies, school/class rules, and regulations.
- Come to school ready to learn with materials appropriate to the educational program.

- Attend school regularly and on time.
- Participate in a manner that demonstrates ownership of and investment in their education.
- Respect each other's differences and seek to gain a greater understanding of others.

Parent/Guardian Responsibilities:

- Ensure that their children attend school regularly, on time, and ready to learn with materials appropriate to the educational program.
- Provide their children with a nurturing, structured, and healthy environment.
- Support and encourage student participation in academic and extra-curricular activities.
- Model positive and appropriate means of problem-solving and the display of appropriate behavior.
- Reinforce appropriate school behavior expectations.
- Work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child.
- Respect each other's differences and seek to gain a greater understanding of others.
- Respect students' privacy rights.
- Read, reviewed, and understood my child's rights and responsibilities.

School Staff Responsibilities:

- Set and maintain high standards for student conduct and academic performance.
- Develop and implement curriculum with scope and sequence appropriate to the needs of the students and community.
- Develop and implement high quality, rigorous lessons that engage and challenge. students, while minimizing opportunities for disruption.
- Maintain a safe and orderly environment conducive to learning.
- Participate in formulation of school policies and regulations.
- Communicate with parents, students, school personnel, and others to support the success of all students.
- Cooperate with and participate in teams designed to improve student behavior, attendance, and achievement.
- Explicitly teach, reteach, and model clear behavioral expectations to all students.
- Intervene early to de-escalate behavior.
- Respect each other's differences and seek to gain a greater understanding of others.
- Identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional supports when necessary.
- Respect student's privacy and rights.

Administration Responsibilities:

In addition to those stated above, administrators are responsible for the following:

- Review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the individual student and the entire school community.
- Apply the Code of Conduct accurately, consistently, and in a non-discriminatory manner, including providing students with opportunities to respond, notifying

parent/guardians when disciplinary action is taken, and recording all disciplinary action in the district student information system.

Community Organization Responsibilities:

- Assist and participate in violence prevention, substance abuse prevention, character education, and school safety initiatives.
- Serve as a resource to families and students.
- Provide or sponsor after-school programs for students.
- Become partners with schools to assist with or provide mentoring or career-related programs.
- Serve as learning and/or employment sites for students.
- Respect each other's differences and seek to gain a greater understanding of others.

## NON-DISCRIMINATION and TITLE IX

The Cecil County Public Schools does not discriminate in admissions, access, treatment, or employment in its programs and activities on the basis of race, color, gender and gender identity, age, national origin, religion, sexual orientation, or disabling condition. This prohibition pertains to enrollment in courses and program offerings, participation in school-sponsored activities, and all other functions and activities of the school system affecting its student population.

CCPS does not tolerate any form of harassment including, but not limited to sexual, racial, or disability. Title IX of the Education Amendments of 1972 ("Title IX"), is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public schools, like CCPS, that receive any Federal funds must comply with Title IX. Under Title IX, schools must operate free from sex discrimination, including sexual harassment. Any student who believes that they have been subjected to any form of harassment is encouraged to report the allegation of harassment to the appropriate Title IX Coordinator contact person:

STUDENT CONTACT
Coordinator of Student Services
201 Booth Street
Elkton, MD 21921
410-996-5400
TitleIX@ccps.org

A Title IX Formal Complaint Form can be found in Appendix E of this handbook.

## STUDENTS' RIGHTS OF EXPRESSION

Students have the right to express opinions, take stands, submit complaints, seek changes in school policies and regulations, and support causes publicly and/or privately in an orderly manner. Students shall use channels provided for this purpose, such as the student council, advisors, counselors, teachers, and administrators. Students may not willfully disturb or prevent the orderly administration, instruction, or activities of any school.

## STUDENTS' RIGHTS TO SPEECH

Students have the right to express their opinions verbally and/or symbolically so long as they do not interfere with the rights of others, and are in compliance with Cecil County Public Schools

policies. Students' responsibilities must include concern for the effect of the spoken word or symbolic expression on the personal reputations of others and the orderly operation of the school. Conduct by students that disrupts instruction, creates disorder, or invades the rights of others is not protected by the constitutional guarantee of Freedom of Speech.

## STUDENTS' RIGHTS TO PETITION

Students have the right to petition the school administration. The collection of signatures on petitions must not disrupt the orderly administration, instruction, or activities of any school. Students shall not be disciplined for initiating or signing a petition so long as the petition is free from personal attack, libelous statements, or obscenities.

## STUDENTS' RIGHTS TO ASSEMBLY

Students have the right to assemble for discussion of issues and have the right to demonstrate peacefully at such times in the school building, or on the grounds as the principal of the school may designate. Students wishing to assemble must have prior approval from the principal and must not infringe on the rights of fellow students who do not wish to participate. The orderly administration, instruction, or activities of any school may not be willfully disturbed or prevented.

## STUDENTS' RIGHTS REGARDING PATRIOTIC EXERCISES

The flag of the United States of America shall be displayed at each school site and in each classroom. It shall be the responsibility of the principal to provide for appropriate patriotic exercises in accordance with state law. Students are not required to participate in patriotic exercises, but they may not interfere with the participation of others.

## STUDENTS' RIGHTS REGARDING RELIGIOUS EXERCISES

Students have the right to practice their own religious beliefs so long as said students do not violate the constitutional rights of others. Each student has the right to investigate, study, discuss, and analyze religious ideas, beliefs, and customs in the same manner as any other subject in the curriculum.

## THE RIGHTS OF STUDENTS WITH DISABILITIES

Section 504 of the Rehabilitation Act of 1973 provides that no individual will be discriminated against on the basis of his/her handicap. Students who are identified as being handicapped will receive specialized services and/or accommodations to his/her educational programs in accordance with procedures established for implementing Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). Students may be identified as having a disabling condition in accordance with either IDEA or Section 504. When students meet the specific eligibility criteria of IDEA, an Individualized Educational Program (IEP) will be developed in compliance with established state and federal standards. If a student meets criteria for eligibility under Section 504, appropriate accommodations will be provided in accordance with procedures established under Section 504 and Cecil County School policy.

## THE RIGHTS OF PREGNANT STUDENTS

A pregnant student has the right to an appropriate educational program. A pregnant student, 17 years or younger, who has not completed her high school education, may elect to remain in the regular school program and may not be involuntarily excluded from any program.

A pregnant student under the compulsory school age may voluntarily withdraw from the regular school program provided that she enrolls in an appropriate alternative educational program. Such programs may include, but not be limited to:

- Modification of the regular school program.
- Enrollment in a special school or special class for pregnant students if available.
- Home teaching.
- On-line instruction.
- Programmed instruction.
- Admittance to a private maternity home.
- Parent home schooling.
- Combinations of above programs.

The school system will cooperate with the home and with state, county, and local agencies to assure proper medical, psychological, and social services are provided before and after the pregnancy as needed.

Each school shall provide at least ten (10) days of excused absence for a parenting student after birth of the student's child. Both the mother and the father of the child shall receive excused absences for parenting. All parenting conditions related to an illness or medical appointment of a student's child, including up to four (4) days of absences per school year, and an absence due to a legal appointment involving the pregnant or parenting student that is related to a Family Law proceeding, including adoption, custody, and visitation will not require a note from a physician.

A private lactation space with at least one seating option will be available for students. In addition, school staff will, to the extent possible, will connect pregnant and parenting students with available resources, specifically in the area of child care, early childhood education services, and transportation services.

## THE RIGHTS OF STUDENTS/FAMILIES IN TRANSITION

The school staff shall enroll students from families in transition immediately even if they have no immunization records, school records, or proof of residency. These records can be obtained after enrollment.

Students in transition have a right to continue in the school they attended before their living situation changed, if that is deemed to be in the child's best interest.

## STUDENTS' RIGHTS TO SCHOOL FACILITIES

Each student or group of students may use school facilities in accordance with county-wide or local procedures. Arrangements for such use must be made through the office of the principal or his or her designated representative.

## STUDENTS' RIGHTS TO EXTRA-CURRICULAR ACTIVITIES

Research has demonstrated that there is a positive relationship between participation in extra-curricular activities and academic success. Students have the opportunity to participate in extra-curricular activities sponsored by the school. A school organization has the right to establish criteria for membership provided such criteria are relevant to the purpose and activities of that group. Organizations sponsoring social activities, such as dances and parties, may charge

admission. Any fees charged for student participation in optional social functions are the responsibility of the student.

Student participation in interscholastic sports is governed by the rules and regulations of the Maryland Public Secondary School Athletic Association and the Board of Education of Cecil County.

## STUDENT ATTENDANCE AND PUNCTUALITY

The State of Maryland defines chronic absenteeism as missing 10% of school days (equivalent to 2 days a month or more) regardless of reason. This is the equivalent of missing more than 16 school days. Studies show that students who are not chronically absent perform better in all subjects (especially in mathematics) and are more likely to graduate than their peers who are chronically absent.

A student shall not be absent from school in excess of 16 days during the school year regardless of reason. Possible exemptions include Health Exclusion and Superintendent or Designee's (Principal's) Discretion.

High school students who are absent from school in excess of 4 days in a marking period may receive failing grades in all subjects for that marking period. A student who has exceeded the 4 day limit in the marking period shall have the earned grades reinstated through the following process:

- Students will serve 2 hours of Twilight School for each day absent in excess of 4 days. School administrators or their designee will schedule students for Twilight School after a student conference and parent contact, or
- Students may have their grades reinstated by being in compliance with the attendance policy the following marking period.

Middle and high school students who are absent from school in excess of 16 days in a school year may receive no credit in all subjects for the year. (Regulations for determining grades may be found in the Grading and Reporting Policy IKAG-RA).

A middle school student who has exceeded the 16 day limit shall have their earned grades reinstated after they have served 2 hours of Twilight School for each day absent in excess of 16 days. School administrators or their designee will schedule students for Twilight School after student conference and parent contact.

Elementary school students who are absent from school in excess of 16 days may fail the grade. If advanced to the next grade, such student will be placed rather than promoted. (Regulations for determining grades may be found in the Grading and Reporting Policy IKAE-RA and IKAG-RD.)

Parents will be notified in writing when a student has accumulated 4, 8, 12 and 16 absences in a school year.

A student who arrives after the official start of the school day shall be considered tardy. Each school shall develop and implement regulations to encourage punctual attendance. These regulations shall be disseminated to each student at the beginning of the school year or upon enrollment.

The parents or guardians of each student must provide the necessary certification for absences on the day that the student returns to school following an absence.

The Principal and/or Pupil Personnel Worker/Student Services Resource Teacher may require a physician's note from a parent or guardian of a student reported continuously absent from school. (Continuously absent means either a number of consecutive absences, or a total number of absences that are in excess of the standards set by the definition of habitual truant.)

Absences due to family trips count toward the total absences for the year. When illnesses are certified through doctor's notes or parent note or circumstances warrant, the principal may waive attendance failures after verification.

Student who are absent due to pregnancy or parenting needs should be given a lawful absence and these absences will not be counted towards the 16 day limit.

Students on verified college visits up to five (5) days will be counted present.

Suspensions will not count toward the 16 day limit.

Further regulations regarding Student Attendance and Punctuality can be found in the Student Attendance and Punctuality Procedures, JED-RA.

## ACADEMIC ELIGIBILITY

The Cecil County Interscholastic Athletics Program is an integral part of the educational process. The athletic program eligibility rules required for all students who wish to participate support the academic function of the Cecil County Public Schools by encouraging all students to reach their academic as well as athletic potential. To read the most up-to-date policy please go to *http://www.boarddocs.com/mabe/cecil/Board.nsf/goto?open&id=ACXRL26E56E7*.

## STUDENT RECORDS

A parent/guardian of a student who is under the age of eighteen (18), and a student who has reached the age of eighteen (18), have the following rights pertaining to school records:

- To know the records that are kept.
- To review the school record.
- To receive a copy of the record at a reasonable cost.
- To receive a response to a reasonable request of explanation and interpretation.
- To challenge a record claimed to be false or misleading and to receive a fair hearing if, after a review, no change is made.
- To place a statement or rebuttal in the challenged record if no change is made.
- To refuse to have any personally identifiable information designated as directory information.
- To file a complaint with the Superintendent of Schools or the Family Policy Compliance Office, U.S. Department of Education, if they believe any of these rights are violated.

In the case of separation or divorce, both the custodial and non-custodial parents have access to student records unless the local school system has been provided a court order or other legally binding instrument which terminates parental rights.

## RIGHT TO CONFIDENTIALITY – FERPA

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

- Inspect and review the educational records of the student.
- Request the district to disclose information in the educational records to persons/agencies outside the Cecil County Public Schools system.
- Request the amendment of the educational records to ensure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
- File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of FERPA.

Student 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 associated with the student.

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 notifies the student's principal in writing not to release the information included as directory information in the student record.

Cecil County Public Schools provides limited student information to online providers in order to minimize the sharing of student data. Students' personal information will only be shared, under terms or agreements, with services providers for legitimate educational purposes and reviewed by Cecil County Public Schools; otherwise the consent to share must be given by a parent, guardian, or a student, if that student is over the age of eighteen (18).

See the Cecil County Public Schools' website for a comprehensive list of those providers and more information about the data that is shared.

Information relating to the discipline of a student, including information on an expulsion of a student is part of the student record and will be forwarded to another school system in which the student seeks to enroll upon request. In regard to student discipline, stored recording of indoor and outdoor school building and bus video is saved for approximately 30 days

The General Education Provisions Act requires local educational agencies receiving assistance under this Act to provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings. According to Senate Bill 740, "We may share your eligibility information with education, health, and nutrition programs to help them evaluate, fund or determine benefits for their programs; auditors for program reviews; and law enforcement officials to help them look into violations of program rules."

Parents/guardians may request that directory information and photographs of their child are not released by completing the Directory Information Form found in Appendix C of this handbook.

## STUDENTS' RIGHTS REGARDING ADMINISTRATIVE SEARCH AND SEIZURE

Authority to Search Student:

A principal, an assistant principal, a principal designee (teacher-in-charge, teacher on school-sponsored activity if a principal or assistant principal is not available), may make a reasonable search of a student and/or their belongings on the school premises or on a school-sponsored activity if there is reasonable suspicion that the student has in the student's possession an item, the possession of which is a criminal offense under the laws of this state, or a violation of any other state law, rule, or regulation of the Board of Education. Reasonable suspicion is required to search a student's belongings on school property. This includes backpacks, phones, and vehicles. All student searches will be made in the presence of a third party.

Authority to Search School:
A principal or assistant principal of a public school may make a search of the physical plant of the school and its buildings/grounds including the lockers of students. The right of the school official to search grounds, buildings, and lockers is announced and published in this writing, and will be at schools. With reasonable suspicion, a school principal or an assistant principal may search an automobile on school property. All searches must be in accordance with current state and federal regulations and in the presence of a third party.

## STUDENTS' RIGHTS REGARDING POLICE ARRESTS AND INVESTIGATIONS ON SCHOOL PREMISES

Arrests on School Premises:
When possible and appropriate, arrests by police should be made during non-school hours and away from the school premises. However, if an arrest on school premises during the school hours is necessary, the responsible school official shall ascertain the facts from the arresting officer which will enable him to fully advise the parent or guardian and other school officials of the nature of the charge, the identity of the arresting officer, and location of the student.

When an arrest has taken place on school premises or during school hours, every effort shall be made by school officials to inform the parent or guardian immediately and thereafter promptly to advise the Superintendent's Office. Arrests on school premises during school hours shall be conducted in such a manner as to avoid both embarrassment to the student being arrested and jeopardizing the safety and welfare of other students.

School officials may not permit questioning of the student under arrest on the school premises and shall request the arresting officer to remove the pupil from the school as soon as practicable.

Questioning on School Premises:
Police investigations involving the questioning of pupils may not be permitted on school premises unless in connection with a crime committed on the premises or in connection with an investigation which, if not immediately permitted, would compromise the success of that investigation or endanger the lives or safety of the students or other persons, provided; however, that a school official should be present throughout that questioning.

Cecil County Public Schools shall permit personnel from the local Department of Social Services or a police officer to question a student on school premises during the school day in an investigation involving suspected child neglect under Family Law Article, Subtitle 7, Annotated Code of Maryland, or suspected child abuse under Family Law Article, Subtitle 9, Annotated Code of Maryland.

The Superintendent or the Superintendent's designated representative shall determine, after consultation with the individual from the local Department of Social Services or the police officer, whether a school official shall be present during the questioning of a student. Whenever investigative questioning of students is permitted on the premises, the school official shall promptly advise the parent or guardian and the Superintendent's Office of the nature of the investigation.
School officials are not required to notify parents or guardians of investigations on school premises involving suspected child neglect under Family Law Article, Subtitle 7, Annotated Code of Maryland, and suspected child abuse under Family Law Article, Subtitle 9, Annotated Code of Maryland.

In the absence of an arrest, school officials may not authorize the removal of a student from school for the purpose of investigative questioning without the consent of the parent/guardian except as permitted below:

- A student may be removed from school premises if that student is a suspected victim of child abuse or neglect and the local Department of Social Services has guardianship of the child or a court order to remove the child.
- The Superintendent or the Superintendent's designated representative shall ensure that prompt notification of a student's removal from school under this section is made to the student's parent or guardian.

Search and Seizures by Police:
Police officers shall conduct searches of students and the school premises in accordance with their established policies and procedures. Every effort shall be made to conduct searches in a manner which will minimize a disruption of the normal school routine and minimize embarrassment to students affected.

A police officer may not search the person of a student not under arrest unless the police officer has a reasonable suspicion the student is concealing a weapon which poses a danger to others. A school official may not conduct a search of the person at the request of a police officer.

Drug Detection Dogs:
The Board of Education of Cecil County is committed to promoting and providing a drug free academic environment for all students. As one method of meeting this commitment, the Board of Education authorizes the use of drug detection dogs.

The initial use of drug detection dogs in any Cecil County Public School building will be announced over the public address system to the entire building. Any subsequent use of drug detection dogs can happen on a random basis.

## DRESS CODE

Certain clothing types and styles which are inappropriate as school-day attire can create a disruptive environment, or cause a health or safety hazard, and are prohibited from school and school activities. Appropriate dress is expected of all students.

Prohibited clothing, symbols, and accessories are those that:

- Are not acceptable to the work or learning environment.
- Pose a safety or health hazard.
- Interfere with or disrupt the educational process.
- Advocate unsafe or inappropriate behavior.
- Are vulgar, obscene, revealing, or offensive.
- Demean others on the basis of race, color, ethnicity, gender, disability, or other attribute.

- Promote the use of tobacco, drugs, or alcohol.

Examples of prohibited clothing, symbols, and accessories include but are not limited to:

1. Head coverings, such as hats, bandanas, hoods, caps, and sweatbands except for those worn for approved and accepted medical or religious purposes.
2. Pants or slacks that drag on the floor; footwear that poses a tripping, falling, or safety hazard; or clothing that conceals the identity of the wearer. Additionally, clothing that reveals private body parts, underclothing, midriffs, buttocks, or those areas of the body that are normally covered by underclothing, such as: tube tops, spaghetti straps, single strap shirts, backless shirts or blouses, halter-tops, muscle shirts, tank tops, excessively short skirts, dresses, skorts, shorts, tight/revealing pants, pants or shorts that hang below the hips, or see-through shirts, blouses, pants or other apparel.
3. Make-up, face and/or body painting, and/or accessories that: display messages or symbols that are offensive, sexually suggestive, vulgar, demeaning or inflammatory; encourage the use of drugs, alcohol, or tobacco; promote violent, illegal, or antisocial behavior; conceal the identity of the wearer; or disrupt the educational process.
4. Items that may be used as weapons or represent a danger to self or others, such as: chains, spikes including spiked collars, wristbands or bracelets, rings, sticks, wires, ropes, or clubs.
5. Any depiction or likeness of the Confederate Flag, or abusive or threatening speech, symbols, or writing that expresses prejudice against a person or group of people.

## USE OF TECHNOLOGY RESOURCES

The Board of Education acknowledges that technology enhances the educational setting, but also recognizes that the improper use of technology may disrupt the learning environment. It is the intent of the Board to ensure possession of portable electronic devices does not disrupt the learning environment, after-school activities, or school safety including the safe transportation of students. All individuals using Cecil County Public Schools (CCPS) technology devices and network are expected to abide by the general requirements and responsibilities outlined in the Responsible Use of Technology Policy (Policy IIBH).

General Provisions:

1. The use of any technology device, owned by CCPS or personal, on CCPS property means the user is knowingly and willingly participating in the use of CCPS technology resources and agrees to abide by this regulation and all referenced laws, policies, and regulations.
2. Users will have no expectation of privacy or ownership when using CCPS technology resources.
3. Use of CCPS technology resources is a privilege. Performing any prohibited activity as outlined in this regulation may result in the loss of that privilege and other disciplinary action.
4. Employees will not reveal student data, employee data, or other CCPS owned data to any third party.
5. All hardware, related components, and software provided for use are considered assets of CCPS. Anyone causing damage to assets may be subject to a withdrawal of privileges, other disciplinary action, and/or reimbursement for damages.
6. All authorized services (e-mail, communication services, internal or external systems, cloud-based services, social networks, etc.) are provided for use in support of education related activities only.

7. CCPS is required to filter internet content based upon requirements of the Children's Internet Protection Act (CIPA). Any attempt to bypass content filters is a direct violation of this policy and will result in disciplinary action.
8. Users may not download, install, or use any unauthorized software/applications within the CCPS network environment. Any software/apps that pose a risk or threat to CCPS or its students or employees will be identified and restricted. Restriction may include the remote disabling of software/apps, disabling or confiscation of a device, and subsequent disciplinary action.
9. Students will abide by the Student Responsibilities and Rights (Policy JF) in all electronic communication, network activity, and online behavior.

User Provisions:

1. Users will not share or divulge their credentials to anyone.
2. Users will not attempt to discover, use, impersonate, share, or register the credentials of another user.
3. Users will not hack or attempt to gain access to any technology system, service, or user device for which a user has not already been granted permission to access.
4. Users will not conduct personal commerce or attempt to profit from the use of CCPS technology resources.
5. Users will report any knowledge of unauthorized activities to a teacher, school administrator, or supervisor. All unauthorized activities will be reported to the local and legal authorities as required by law.

## ONLINE ACTIVITY

E-mail:

1. Students and employees will be assigned a CCPS e-mail account, a cloud storage drive, a productivity suite, and social tools. These accounts are the property of CCPS, and all activity must comply with the Responsible Use of Technology Policy (Policy IIBH).
2. The primary purpose of the CCPS electronic mail system is for students and staff to communicate with outside resources and collaborate on school related business. Personal business should not be conducted using school system e-mail accounts. ***At the student level, grades 3-12 students will have an activated e-mail account.***
3. CCPS electronic mail accounts can be used to create appropriate online accounts in external systems or resources to facilitate instruction, learning, and school business. All students and employees must be aware of and comply with the terms of service for those resources.
4. Students and employees are expected to exercise digital citizenship and never disclose personal information such as their telephone numbers or addresses or those of others in any e-mail correspondence. Account users are responsible for any messages sent from their account.
5. Users should never disclose or share their electronic mail credentials (username and password). As a matter of policy**,** CCPS staff will never request an individual's username and password via e-mail.
6. Students and employees are expected to report any unauthorized activities, such as SPAM communications or obscene e-mail, to school personnel and will not respond to or download files from unrecognized accounts.
7. E-mail messages should never cause a disruption to the school environment or normal school operations. Users will never use the CCPS e-mail system to mass notify or SPAM any group of people.
8. Electronic e-mail sent or received is not confidential. Although the Technology Services Office (TSO) of CCPS does not make a practice of monitoring electronic mail, the TSO reserves the right to retrieve the contents of user mailboxes for legitimate reasons: to conduct internal investigations, to comply with investigations of wrongful acts, or to recover from

system failure. Remember that your email can always be subpoenaed. CCPS utilizes Bark to apply an internet filter at the account level for students across the entire district, and cannot be customized by the school level. It also scrubs emails and the Google Drive for any content it flags based on the criteria that CCPS determines.

9. E-mail is not a secure communication system in that unauthorized access is always a possibility, regardless of the level of security of the e-mail system. CCPS cannot guarantee the security of information communicated via e-mail.

Copyright, Intellectual Property, and Digital Content:

1. Students and employees will adhere to appropriate copyright laws and the CCPS Copyrighted Materials Policy (Policy EGAA).
2. Digital resources must be used for instructional purposes at the level/school for which they were purchased in accordance with licensing agreements.
3. When students are using free online services/tools to produce content, teachers and staff need to be aware of the terms of service and instruct students in the proper use of settings to protect students' intellectual property rights and students' privacy.
4. Any proposed digital resource must be reviewed and approved by the Resource Allocation Committee and will follow the Instructional Materials Policy (Policy IIA) before it is purchased.

Social Media and Other Communication Technologies

CCPS provides a variety of preferred methods to communicate and connect with families for educational purposes, such as SchoolMessenger, PowerSchool, Blackboard, etc. Where appropriate, the district supports the use of social media by employees in pursuit of instructional and educational goals. The district may use social media to connect with students, parents, faculty, staff, alumni, colleagues, and other educators.

The following guidelines will be applied:

1. All third-party social media used will comply with the Children's Online Privacy Protection Act (COPPA).
2. Due to COPPA, an effort to protect children's privacy, elementary and middle school students should not have accounts on social media and communication sites; therefore, those levels will not communicate with students through social media sites.
3. Students and employees will abide by the published terms of service, licensing, fair use agreements, and privacy policy. If there is not a published term of service or privacy policy, then the service cannot be used.
4. Prior to using a third-party social media for CCPS sanctioned activities, employees will create a plan of action for the use of the third-party social media site and submit to the school principal for approval.
5. The content owner will inform the parents of how the social media is being used, how their children are being contacted online, and the expectations for appropriate behavior.
6. The content owner will inform students of the expectations, appropriate use, and accountability of the social media site.
7. Employees using third-party social media professionally will create an account linked to their CCPS e-mail address and separate from any personal accounts. CCPS e-mail accounts cannot be used to create any personal social media accounts.
8. When using social media for a professional purpose, employees will identify themselves and CCPS as the employer.
9. Employees must comply with confidentiality obligations imposed by law, including HIPAA and FERPA.

10. Employees must adhere to privacy policies and exclude students who have declined to have their pictures used for any purpose by CCPS. Images of students will not be used in conjunction with the student's name.
11. Employees will configure privacy settings of the social media to limit visibility of the content to the intended audience.
12. Copyright policies and regulations must be followed.
13. All posts must reflect classroom activities and no personal comments or personal pictures.
14. Content owners are responsible for monitoring postings and comments to social media and sites and for deleting postings that do not adhere to our policies. Acceptable content may be positive or negative in context to the conversation, regardless of whether it is favorable or unfavorable to the district. Comments that are obscene, defamatory, profane, libelous, threatening, harassing, abusive, infringing of intellectual property rights, invasive of privacy, hateful, or embarrassing to another person or any other person or entity are not allowed and should be removed. Owner/Moderator agrees to take all reasonable steps to prevent and eliminate inappropriate comments and understand that it may be necessary to discontinue the use of the social media if such comments cannot be eliminated or prevented.

## CELL PHONE USAGE - High School Students Only

General Provisions:

1. All personal electronic devices will be in silent mode during the school day except under specific conditions outlined in regulation IIBH-RA..
2. This regulation also applies to academic or disciplinary placements beyond the normal instructional day in accordance with their specific program policies and supervising teachers' discretion (e.g. MIP, Twilight School, detentions, field trips, etc.).
3. Students who elect to bring their own personal devices to school will take responsibility for the device's safety, security, and maintenance. Students engaged in acceptable personal use may access the CCPS Wi-Fi under the terms of use. CCPS filters will be in place. Students are responsible for their behavior while utilizing CCPS technology including Wi-Fi access points and servers.
4. Wi-Fi access may be restricted as deemed necessary for school operations.
5. No phone calls are to be made during the instructional school day without specific approval from administration.
6. At no time are devices to be out in bathrooms or locker rooms.
7. Students and staff may access their personal e-mail, social media, data accounts, and similar applications provided it is done so in accordance with the Responsible Use of Technology Policy (Policy IIBH).
8. Violations are subject to interventions in accordance with the CCPS Code of Student Conduct.

Acceptable Settings Use Defined:
Acceptable settings use with personal devices will meet the following conditions:

1. Students may use a personal device **only** before and after school, during class changes, during breakfast and lunch, and on the school bus.
2. Students may be allowed to make a phone call if given permission by supervising school personnel.
3. Students may listen to music with one earbud or headphone in one ear at a volume that other people cannot hear. This applies only in the approved settings identified in item number one above.

4. CCPS responsible use of technology policy applies to personal devices while students opt to use them on school property and during school-sanctioned events.

Acceptable Personal Use Defined:
Acceptable personal use will meet the following general conditions:

1. All CCPS and school policies, regulations, and expectations apply as they would for any other communication, media, or other situation concerning appropriate use, language, explicit content, and all other applicable expectations for student behavior.
2. At no time may videos, sound recordings, or pictures be taken, recorded, transmitted, or posted.
3. Students must keep at least one ear free of headphones or earbuds at all times for safety reasons and to facilitate communication with staff. No external audio is allowed.
4. Acceptable personal use is permitted in common areas. These areas are defined as the school lobbies, cafeteria, auditorium, hallways, stairwells, and other such areas that may be defined by administration; never in bathrooms, locker rooms, or any changing areas.

Consequences of Unacceptable Use:
Misuse of CCPS technology or a violation of the policy and regulations may result in the user's access privilege being denied, revoked, modified, or suspended. Misuse may also subject the user to further disciplinary action. Any violation of federal, state, or local laws will be reported to the appropriate agencies.

**The Cecil County Public Schools will not be held responsible for loss, theft, damage, or destruction of any portable electronic device.**

Liability
Cecil County Public Schools makes no express or implied warranties for internet access it provides. CCPS cannot completely eliminate access to information that is offensive or illegal and residing on networks outside of the school system.

The accuracy and quality of information obtained cannot be guaranteed. Cecil County Public Schools will not guarantee the availability of access to the Internet and will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties. Information sent or received cannot be assured to be private.

## CELL PHONE USAGE – Elementary and Middle School Students

General Provisions:

1. All personal electronic devices will be in silent mode during the school day except under specific conditions outlined in this regulation.
2. This policy also applies to academic or disciplinary placements beyond the normal instructional day in accordance with their specific program policies and supervising teachers' discretion (i.e., Twilight School, Saturday School, Detentions, Field Trips, etc.).
3. Students who elect to bring their own personal device to school will take responsibility for the device's safety, security, and maintenance.
4. Wi-Fi access may be restricted as deemed necessary for school operations.

5. No cell phone calls are to be made during the instructional school day
6. At no times are devices to be out in bathrooms, playgrounds, or locker rooms.
7. Violations are subject to interventions in accordance with the CCPS Code of Student Discipline.

Acceptable Settings Use Defined**:** Acceptable settings use with personal devices will meet the following conditions:

1. Students may use a personal device before and after school, and on the school bus.
2. Students may be allowed to make a phone call if given permission by supervising school personnel.
3. Before and after school, students may listen to music with one earbud or headphone in one ear at a volume that other people cannot hear.
4. CCPS responsible use of technology policy applies to personal devices while students opt to use them on school property and during school-sanctioned events.

Acceptable Personal Use Defined**:** Acceptable personal use will meet the following general conditions:

1. All CCPS school policies, regulations, and expectations apply as they would for any other communication, media, or other situation concerning appropriate use, language, explicit content, and all other applicable expectations for student behavior.
2. At no time may videos, sound recordings, or pictures be taken, recorded, transmitted, or posted.
3. Students must keep at least one ear free of headphones or earbuds at all times for safety reasons and to facilitate communication with staff. No external audio is allowed.
4. Acceptable personal use is permitted **only** before and after school, and on the school bus; never in bathrooms, locker rooms, or any changing areas.

Consequences of Unacceptable Use**:**
Misuse of the cell phone policy and regulations may result in disciplinary consequences as well as confiscating the cell phone until parent retrieval. Misuse may also subject the user to further disciplinary action. Any violation of federal, state, or local laws will be reported to the appropriate agencies.

**The Cecil County Public Schools will not be held responsible for loss, theft, damage, or destruction of any portable electronic device.**

## SMARTPass

We will be introducing the SMARTPass system this school year in all secondary schools. This system provides an electronic hall pass solution that assists school administrators with the management of student movement in the building. It also allows school administrators to see which students are out of class at any given time. Identifying which students are in your hallways and away from a teacher is vital during any emergency situation such as a fire or where there is an intruder in the building. SMARTPass reduces classroom interruptions and allows students to sign themselves out of their classroom. It also provides data to administrators in order for them to make improvements to their building processes for managing student movement.

## BULLYING, HARASSMENT, AND INTIMIDATION OF STUDENTS

The Board of Education of Cecil County recognizes that all students have the right to learn in an atmosphere free from bullying, harassment, and intimidation. Regardless of medium, conduct that

is harassing, bullying, or intimidating on school property, at school-sponsored events, or in direct connection to the school will not be tolerated and will be subject to disciplinary action. Students or other persons reporting such behavior in good faith have the right to be free of reprisal or retaliation. Regardless of the medium, retaliation or reprisals against persons reporting bullying, harassing, intimidating, or similar behaviors is prohibited.

Furthermore, any such behaviors that are found to be grounded in another student's race, gender, sexual orientation, religious beliefs, disability, or life circumstances; will not be tolerated and will be addressed by school administration immediately.

In concurrence with the Safe Schools Reporting Act of 2005, and as amended in 2008, each school shall make available harassment/bullying reporting forms to students and staff. Reporting forms can be found in Appendix A of this handbook. School principals are responsible to investigate and resolve to the extent possible all reported instances of bullying, harassment, intimidation, or similar behaviors and maintain records of such in compliance with Board policy and state law.

Definitions:

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

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

Harassment – includes actual or perceived intentional negative actions or words that offend, ridicule, or demean another student with regard to race, skin color, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability. This will also include abusive or threatening speech, symbols, or writing that expresses prejudice against a person or group of people.

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

Supports:

The Board also recognizes the need for support services for targeted students, witnesses, and students who are bullying in order to bring instances of bullying to resolution. Consistent with state law and local policy, the Department of Student Services will produce and maintain a list of available community and internal resources and organizations that will be made available to all parents and children.

**If you are being bullied:**

- Tell someone – a parent, a teacher, a counselor, a school administrator.
- 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 occur.

**If you know someone who is being bullied:**

- If you feel safe, tell the student who is bullying to stop.
- If you do not feel safe:
  - ✔ Be friendly and supportive to the student who is being targeted.
  - ✔ Do not encourage the student who is bullying by laughing or joining in.
  - ✔ Tell other bystanders how to help stop the bullying.
  - ✔ Encourage the targeted student to talk to someone.

A Bullying, Harassment and Intimidation Reporting Form can be found in Appendix A of this handbook.

## GANGS

The Board of Education recognizes the importance of providing a safe, secure learning environment that is free of fear from violence or intimidation. As such, it is the policy of Cecil County Public Schools to prohibit gang activity and similar destructive or illegal group behavior. Such conduct on school property, at school-sponsored events, or in direct connection to the school will not be tolerated and will be subject to disciplinary action. Students or other persons reporting such behavior in good faith have the right to be free of reprisal or retaliation. Regardless of the medium, retaliation or reprisals against persons reporting any gang-related activity or targeted students, witnesses, bystanders, or others with reliable information about an act of gang activity and similar destructive or illegal group behavior is prohibited.

Participation in Gang-Related Activity

No student shall display clothing, accessories, or emblems that signify to another person that such student is a member of a gang. Any student wearing, carrying, or displaying gang-related apparel or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance or learning environment of another student will be subject to disciplinary action.

Suspected gang activity or similar destructive or illegal group behavior will be promptly investigated by school administrators. Criminal activity will be reported to law enforcement. Students disciplined for gang-related or similar destructive or illegal group behavior may be subject to remedial action including community service, alternative education, and/or mental health counseling. Disciplinary action can include but may not be limited to suspension, referral for expulsion, criminal charges, or legal action.

A Gang-Related Incident Reporting Form can be found in Appendix B of this handbook.

## WHERE TO GET HELP

School counselors understand the developmental needs of all students and identify the issues that impact on student learning and achievement. School counselors are an integral part of school

planning, school programs, and the school environment. Cecil County Public Schools supports at least one school counselor in each building. The counselor will meet individually, in small groups, or in a classroom setting to address the needs of all stakeholders. Students may contact the counselor by completing a guidance pass or stopping by the office and requesting a meeting. Through counseling, coordination, and consultation, the counselor facilitates communication and establishes connections with school, home, and community resources for the benefit of students.

## USE OF OR POSSESSION OF ANY TOBACCO PRODUCT

The Tobacco 21 Law prohibits the sale of all tobacco products and e-cigarettes to individuals under the age of 21. The use or possession of any tobacco product, including electronic cigarettes and any vaping devices, including by-products, by students will not be permitted on school property during the regular school day or at school-sponsored events. Students under twenty-one (21) years of age who are in violation of the policy will receive school-based discipline interventions as referenced in the Tobacco/Vaping Guideline developed in accordance with Policy JFCG-Use Of or Possession Of Any Tobacco Product.

The prohibition of tobacco products is established on the grounds that research has consistently shown that the practice of smoking or the use of any tobacco product is detrimental to the health of the user and detrimental to the health of others.

## DRUGS AND ALCOHOL

The possession, use, and/or distribution of alcoholic beverages, illegal drugs, or other intoxicants, on school premises creates a reasonable likelihood of disruption to or interference with the academic process and constitutes a substantial danger to persons and property. Cecil County Public Schools is committed to providing a drug free, alcohol free, and intoxicant free environment at all of its schools. Such an environment is conducive to learning and strives to maintain and promote the physical and mental health of students.

There is confirmed evidence that the use of alcohol, illegal drugs and intoxicants is disruptive to one's life and the lives of others. The Board believes that our schools should deal with this problem through education and counseling as well as through disciplinary action. This is accomplished through the curriculum and through individual counseling of students by teachers and other appropriate personnel.

The possession, use, distribution, and/or conspiracy to distribute alcoholic beverages, illegal drugs, other intoxicants, or non-controlled drug look-alike substances in any quantity, or drug paraphernalia is prohibited on property owned by the Board, on school buses or other vehicles utilized for school-sponsored transportation, or off-site school-sponsored activities. The presence of any student who is under the influence or demonstrating other evidence of the use of alcoholic beverages, illegal drugs, or other intoxicants is also prohibited on the school premises, on school buses or other vehicles utilized for school-sponsored transportation, or at off-site school-sponsored activities. Any violation of the Drug and Alcohol Policy (Policy JFCH) will result in school-based discipline and may result in a drug and alcohol evaluation conducted by a licensed health care professional.

## STUDENT HEALTH SERVICES

Cecil County Public Schools believes that healthy children are successful learners. School nurses bridge the gap between health, wellness, and learning by using evidence-based practice to provide

a comprehensive health services program designed to identify and reduce students' health related barriers to learning. The school nurse is a vital member of the school team that leads change to advance health and collaborates with school staff members, parents, and community members to keep students safe at school and healthy to learn.

Authorized Medications

Medications should be given at home if at all possible. Medications ordered three (3) or fewer times a day should be given before school, after school, and at bedtime. All medications administered during the school day must have a written doctor's order and parent/guardian's signature before medication will be administered. All medications must be in the original labeled container. The label on the bottle/container must match the doctor's order exactly before the medication can be given at school; this includes all prescription and over-the-counter medications. Medication order forms are available from the school nurse. Medications must be transported to school by a responsible adult. For prescription medications, please ask the pharmacist for a bottle for school and one for home. The first dose of medication must be given by the parent/guardian to be sure there is not an adverse/allergic reaction for the student. New order forms must be completed at the beginning of each school year and any time there is a change in dosage or time the medication is to be given. If a student is attending an overnight field trip, please be sure to obtain a written doctor's order for any medication he/she may take at home so that it can be given during the overnight school-sponsored event.

A Medical Authorization form is located in Appendix D of this handbook.

Emergency Care

Emergency medical assistance will be provided to students enrolled in the Cecil County Public Schools when a serious accident, serious injury, or possible life threatening illness occurs during the school day. This includes but is not limited to ensuring the availability of an automatic external defibrillator (AED) in every school, as well as, the provision of personnel trained to administer epinephrine (Senate Bill 621) and/or naloxone (Senate Bill 1060).

Help Your Child Develop Healthy Attendance Behaviors

When students miss too many days of school, they fall behind and struggle to keep up with their classmates. We understand children and adolescents will get sick at times and may need to stay at home. A child should be kept home from school if he/she:

- Has a fever of more than 100 degrees.
- Has vomited two or more times.
- Has diarrhea.
- Has severe pain and is being treated with prescription-strength pain medication to control pain.

## STUDENT CODE OF CONDUCT (SCC)

Cecil County Public Schools is committed to creating a school system where teaching and learning take place every day in safe, supportive, and respectful school environments, where students, school staff, and families are valued and have the opportunity to succeed. School safety and academic success are created and strengthened when students effectively and actively are engaged in their learning, and when positive relationships exist between students and school staff. Schools should provide behavioral expectations for all members of the school community that are equitable and developmentally appropriate. They should proactively foster a sense of community within classrooms and across the school as a whole. Cecil County Public Schools understands no student

comes to school "perfect," academically or behaviorally, and many face challenges in their homes and communities. All students, however, can succeed and deserve the opportunity to do so.

## SUPPORT FOR ALL STUDENTS

Schools should provide the instruction and support necessary to address students' academic and behavioral needs. When student behavior becomes inappropriate, students should be afforded the opportunity to voice their perception of the situation. Students need to learn and understand the impact that their behavior has on the learning environment and the relationships within it. Students must then take accountability for their actions, and make amends in order that they may learn from their mistakes. Cecil County Public Schools believes that the primary purpose of any disciplinary measure should be rehabilitative, restorative, and educational to foster a more positive school climate. In addition, Cecil County Public Schools administers discipline in graduated consequences and interventions to teach students appropriate behavior. Removing a student from school through exclusionary discipline measures, such as out-of-school suspension, expulsion, or referral to an alternative educational setting should always be a last resort. Students who are removed should have the opportunity to make up work for credit, so that they may stay on pace with their classwork and on track to graduate. Additionally, when students return to the school community from exclusionary discipline procedures, schools should support their reintegration into the community through dialogue with all parties affected by their misbehavior and absence from the school building.

In all Cecil County Public Schools, Positive Behavioral Interventions and Supports (PBIS) plays a critical role in supporting and defining a positive school climate. PBIS provides systems for schools to design, implement, and evaluate effective school-wide, classroom, non-classroom, and student specific-support plans. When implemented with fidelity, school-wide PBIS aims to reduce disruptive behavior, enhance school climate, and create a safer, more predictable, and more effective school environment for all students. Schools using the PBIS model regularly engage in the collection and analysis of pertinent school data, explicitly teaching clear behavioral expectations to students, and establishing a system of appropriate positive and corrective staff responses to student behavior.

As students learn and adjust to the responsibilities and challenges of the school environment, there may be times that their actions or behaviors violate a Board of Education policy or the Student Code of Conduct. Should this occur, school administrators are charged with the responsibilities outlined in the next section.

## INTERVENTIONS & CONSEQUENCES

**When an incident occurs administrators will complete the following:**

- **Redirect to correct behavior.** All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- **Intervene** to minimize escalation, disruption, resolve conflict, and as necessary to keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.
- **Gather Information** by talking to all involved students, teachers, school staff, or others who witness the incident. Identify factors that may have contributed to the incident and seek to understand the full context.
- **Analyze** whether the student's alleged behavior falls within the SCC using the information gathered. If so, determine the range of interventions and consequences based on the circumstances, and identify the appropriate intervention or consequence listed (see pages 24 - 26).
- **Discuss** with the student and **provide the opportunity to explain** his/her perspective. Seek to understand the root cause of the behavior, including trauma or unmet social, emotional, or behavioral health needs.
- **Make a determination and consider the needs of all parties involved.** Administrators should consider the social, emotional, and/or safety needs of the affected student(s) and staff and provide appropriate support and follow up.
- **Assign interventions or consequences** according to the SCC.
    - Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
    - The principal has the final authority to assign interventions and consequences based on the best interest of the school community, including available school resources, and the needs and rights of all involved students aligned with the SCC.
    - Note that CCPS does not support the use of zero tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law.
- **Document** the inappropriate behaviors in reference to the SCC.
- **Restore** the student's participation in the school community.
    - If the student received an out-of-school suspension, a plan to support the student's transition back into the school community should be developed with input from the student and parents/guardians. This could include strategies for prevention of future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.
    - When a student is set to return from an expulsion and has been attending the Cecil Alternative Program, school administrators must attend a transition meeting, which should include the student, parents/guardians, and alternative school staff members, to discuss the student's return and prepare for a successful transition.

Administrators have the discretion to select interventions and consequences from the recommended range based on the circumstances resulting in the violation, the student's history of violations, and the risk the violation has to the safe and orderly operation of the school. Serious violations may require the implementation of interventions or consequences at the high end of the range for initial offenses. Repeated chronic or cumulative violations may require

interventions or consequences beyond the recommended range. School administrators always have the discretion to use consequences at a lower range or utilize interventions, such as student reflection, counseling, restitution, referral to outside agencies, etc., if they believe that the consequence or intervention is likely to change the student's behavior.

## INTERVENTIONS AND CONSEQUENCES MATRIX

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|
| **Classroom Interventions** | **Conferences** | **Consequences** | **Alternative Placements** | **Short Term Suspension** | **Long Term Suspension** | **Referral** |
| Implemented by Classroom Teacher | Conference with Student | Time in Office | *MIP Full | Suspension 1-3 days Parent Conf. | Suspension 4-10 days Parent Conf. | Referral to Superintendent |
| *Restorative Practices | Parent Contact | Loss of Privileges | *MIP Full (multiple days) | Twilight Program | Twilight Program | Administrative Hearing |
| | Bus Warning | Detention(s) | Twilight Program | Conference with Student | Conference with Student | *Restorative Practices |
| | Referral to Support Resources | *MIP Partial | Other Alternative Placement | *Restorative Practices | *Restorative Practices | |
| | Confiscation and Return | Bus Suspension | *Restorative Practices | | | |
| | *Restorative Practices | *Restorative Practices | | | | |

**MIP-Modified Instruction Program*

**Restorative Practices can run in conjunction with the range of consequences*

**Within each of these ranges, Restorative Practices may take place*

**There are certain infractions when Restorative Practices will not be a consideration*

The above table is a key for this guide of recommended interventions. Recommended ranges of consequences for elementary, middle, and high school levels can be found on the next three pages.

Violations of a Board of Education policy or the Student Code of Conduct that result in a criminal act will be reported to the appropriate law enforcement or social service agency as required by policy, regulation, or law.

## RECOMMENDED RANGE OF CONSEQUENCES FOR ELEMENTARY SCHOOL

| *OFFENSE/VIOLATION* | *RANGE OF CONSEQUENCE* | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| **Academic Dishonesty/Cheating** | x | x | x | | | | |
| **Alcohol** | | | x | x | x | x | |
| **Arson/Fire** | | | | | x | x | x |
| **Bullying/Harassment** | | x | x | x | x | x | x |
| **Chronic Minor Infractions** | | x | x | x | | | |
| **Class Cutting** | x | x | x | x | | | |
| **Disrespect** | x | x | x | x | x | | |
| **Disruption** | x | x | x | x | x | x | x |
| **Dress Code Violation** | x | x | x | | | | |
| **Drugs/Distribution** | | | x | x | x | x | x |
| **Explosives** | | | x | x | x | x | x |
| **Extortion** | | | x | x | x | | |
| **False Alarm/Bomb Threat** | | | | x | x | x | x |
| **Fighting** | | | x | x | x | | |
| **Firearms** | | | | | | | x |
| **Inappropriate Use of Telecommunications** | x | x | x | x | | | |
| **Inciting/Participating in a Disturbance** | x | x | x | x | | | |
| **Inhalants** | | | x | x | x | x | x |
| **Insubordination** | x | x | x | x | | | |
| **Other Guns** | | | x | x | x | x | x |
| **Other Weapons** | | | x | x | x | x | x |
| **Physical Attack-Student** | | | x | x | x | x | x |
| **Physical Attack-Teacher/Staff** | | | | x | x | x | x |
| **Refusal to Obey School Rules/Bus Rules** | | x | x | x | | | |
| **Serious Bodily Injury** | | | | x | x | x | x |
| **Sexual Activity** | | x | x | x | x | x | |
| **Sexual Attack** | | | | x | x | x | x |
| **Sexual Harassment** | | | x | x | x | x | x |
| **Tardiness** | x | x | | | | | |
| **Theft** | | | x | x | x | x | |
| **Tobacco** | | x | x | x | x | | |
| **Trespassing** | | x | x | x | x | | |
| **Truancy** | | x | x | x | | | |
| **Unauthorized Sale or Distribution** | | x | x | x | x | x | |
| **Vandalism/Destruction of Property** | | | x | x | x | x | |
| ***Verbal or Physical Gestures that Threaten Teacher/Staff** | | | x | x | x | x | x |
| ***Verbal or Physical Threat-Student** | | | x | x | x | x | x |

** Based on threat assessment and nature of circumstance.*

## RECOMMENDED RANGE OF CONSEQUENCES FOR MIDDLE SCHOOL

| *OFFENSE/VIOLATION* | *RANGE OF CONSEQUENCE* | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Academic Dishonesty/Cheating | x | x | x | x | | | |
| Alcohol | | | x | x | x | x | x |
| Arson/Fire | | | | | x | x | x |
| Bullying/Harassment | | | x | x | x | x | x |
| Chronic Minor Infractions | | x | x | x | | | |
| Class Cutting | x | x | x | x | | | |
| Disrespect | x | x | x | x | x | | |
| Disruption | x | x | x | x | x | x | x |
| Dress Code Violation | x | x | x | x | | | |
| Drugs/Distribution | | | x | x | x | x | x |
| Explosives | | | | | x | x | x |
| Extortion | | | x | x | x | x | x |
| False Alarm/Bomb Threat | | | | x | x | x | x |
| Fighting | | | | x | x | x | |
| Firearms | | | | | | | x |
| Inappropriate Use of Telecommunications | x | x | x | x | | | |
| Inciting/Participating in a Disturbance | x | x | x | x | | | |
| Inhalants | | | x | x | x | x | x |
| Insubordination | x | x | x | x | | | |
| Other Guns | | | x | x | x | x | x |
| Other Weapons | | | x | x | x | x | x |
| Physical Attack-Student | | | | | x | x | x |
| Physical Attack-Teacher/Staff | | | | | x | x | x |
| Refusal to Obey School Rules/Bus Rules | | x | x | x | | | |
| Serious Bodily Injury | | | | | x | x | x |
| Sexual Activity | | | | | x | x | |
| Sexual Attack | | | | | x | x | x |
| Sexual Harassment | | | x | x | x | x | x |
| Tardiness | x | x | x | | | | |
| Theft | | | x | x | x | x | |
| Tobacco | | | | x | x | x | |
| Trespassing | | | | x | x | x | |
| Truancy | | x | x | x | | | |
| Unauthorized Sale or Distribution | | | | x | x | x | |
| Vandalism/Destruction of Property | | | x | x | x | x | |
| *Verbal or Physical Gestures that Threaten Teacher/Staff | | | x | x | x | x | x |
| *Verbal or Physical Threat-Student | | | x | x | x | x | x |

**Based on threat assessment and nature of circumstance.*

## RECOMMENDED RANGE OF CONSEQUENCES FOR HIGH SCHOOL

| *OFFENSE/VIOLATION* | *RANGE OF CONSEQUENCE* | | | | | | |
|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Academic Dishonesty/Cheating | x | x | x | x | | | |
| Alcohol | | | | | x | x | x |
| Arson/Fire | | | | | x | x | x |
| Bullying/Harassment | | | x | x | x | x | x |
| Chronic Minor Infractions | | x | x | x | | | |
| Class Cutting | | x | x | x | | | |
| Disrespect | x | x | x | x | x | | |
| Disruption | x | x | x | x | x | x | x |
| Dress Code Violation | x | x | x | x | | | |
| Drugs/Distribution | | | | | x | x | x |
| Explosives | | | | | x | x | x |
| Extortion | | | | x | x | x | x |
| False Alarm/Bomb Threat | | | | | x | x | x |
| Fighting | | | | | x | x | |
| Firearms | | | | | | | x |
| Inappropriate Use of Telecommunications | x | x | x | x | | | |
| Inciting/Participating in a Disturbance | x | x | x | x | | | |
| Inhalants | | | | | x | x | x |
| Insubordination | x | x | x | x | | | |
| Other Guns | | | | x | x | x | x |
| Other Weapons | | | | x | x | x | x |
| Physical Attack-Student | | | | | | x | x |
| Physical Attack-Teacher/Staff | | | | | | x | x |
| Refusal to Obey School Rules/Bus Rules | | x | x | x | | | |
| Serious Bodily Injury | | | | | x | x | x |
| Sexual Activity | | | | | x | x | |
| Sexual Attack | | | | | x | x | x |
| Sexual Harassment | | | | | x | x | x |
| Tardiness | x | x | x | x | | | |
| Theft | | | | x | x | x | |
| Tobacco | | | | x | x | x | |
| Trespassing | | | | x | x | x | |
| Truancy | | x | x | x | | | |
| Unauthorized Sale or Distribution | | | | x | x | x | |
| Vandalism/Destruction of Property | | | | x | x | x | |
| *Verbal or Physical Gestures that Threaten Teacher/Staff | | | | | x | x | x |
| *Verbal or Physical Threat-Student | | | | | x | x | x |

**Based on threat assessment and nature of circumstance.*

## STUDENT SUSPENSION

A principal may suspend a student for cause for up to 10 consecutive school days. When a student is suspended, the student and/or the student's parent/guardian shall attend a conference with the principal and any other appropriate personnel. The goal of this conference will be to understand the reasons the behavior occurred, ensure that the student understands the weight of their choice and the harm it has caused, and make a restorative plan to help the student reengage with their school community once the suspension has been served. At or before the conference, the student shall receive written or oral notice of the charges against him/her. The student has the right to an explanation of the evidence supporting the charges and an opportunity to present his/her account of the charges. Students who are suspended out of school will have a re-entry conference with a school administrator upon return from suspension.

Students who have been identified as having a disability and are receiving services and/or accommodations through an IEP or Section 504 cannot be suspended out of school beyond 10 days without the occurrence of the IEP or 504 team meeting for a Manifestation Determination IEP or 504 meeting. The purpose of the meeting is to determine if the behavior which resulted in disciplinary action is a manifestation of the child's disability. However, school personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child: (a) carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction, (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function, or (c) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

A student whose presence in the school poses a continuing danger to persons or property or an on-going threat of disrupting the academic process may be removed immediately from school, if the notice and conference required by this regulation is provided as soon as possible.

## EXTENDED SUSPENSION AND EXPULSION

An extended suspension means the temporary removal of a student from school for a specified period of time longer than 10 school days but not to exceed 44 school days for disciplinary reasons by the Superintendent or designee. An extended suspension is warranted when a student's return to school would pose an imminent threat of serious harm to other students and staff, or the student has engaged in the chronic disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.

An expulsion means, at a minimum, the removal of a student from the student's regular school program for 45 school days or longer for disciplinary reasons by the Superintendent or designee. An expulsion is warranted when a student's return to school would pose an imminent threat of serious harm to other students and staff.

If a principal finds that an extended suspension or expulsion is warranted, the principal shall immediately report the matter in writing to the Superintendent. Upon the written report from the principal requesting a suspension longer than 10 school days, the Superintendent or designee shall arrange a conference with the student and the student's parent or guardian. If the Superintendent or designee finds that an extended suspension or expulsion is warranted, the Superintendent or designee may extend the suspension for up to 180 school days.

The student or parent/guardian may appeal an extended suspension to the Board of Education within 10 days. The student or parent/guardian has the right to be heard before the Board of Education, its designated committee, or a hearing examiner, and bring counsel and witnesses to the hearing. Unless a public hearing is requested by the parent/guardian of the student, the hearing shall be held out of the presence of all individuals except those whose presence is considered necessary by the Board of Education. The appeal to the Board of Education does not stay the decision of the Superintendent, and the decision of the Board of Education is final.

A student on extended suspension may not enter onto school property for any reason during the extended suspension without the consent of the principal and, if a minor, must be accompanied by the parent/guardian.

A principal may deny the enrollment and attendance of any student from another school system who is currently under an expulsion from that system for the duration of that expulsion.

## MAKE UP WORK FOR SUSPENDED STUDENTS

In order to establish accountability and keep students on track with classroom work, Cecil County Public Schools shall institute educational services for students who are suspended.
To facilitate this process each principal shall assign a school staff person to be the liaison between the teachers and the various students serving out of school suspensions.

Short term suspensions (1-3 school days):
Students shall receive missed work while on suspension in an identical manner to that established policy and practice for makeup work in the event of any other excused absence.

Long term suspensions (4-10 school days), extended suspensions and expulsions:
At a minimum, schools will provide each student suspended or expelled out of school, who is not placed in an alternative educational program, daily classwork and assignments from each teacher which shall be reviewed and corrected by teachers on a weekly basis and returned to the student.

## DISCIPLINE FOR STUDENT OFF-CAMPUS BEHAVIOR AND REPORTABLE OFFENSES

Under certain circumstances students may be disciplined, including suspension or expulsion, for behavior that involved certain crimes of violence, which have taken place off-campus and/or beyond the school day that did not occur at events sponsored by the school. If the behavior of a student(s) is determined by the principal to be connected to the school so as to impact the educational environment of the school, the safety and/or welfare of other students and/or staff, and/or the maintenance of school order and discipline, the principal may suspend the student(s) for up to 10 school days. If the nature and severity of the off-campus behavior warrants, the principal may refer the student(s) to the office of the Superintendent of Schools with the recommendation for further disciplinary action. If the Superintendent concurs with the findings of the principal, a long term suspension or expulsion may be imposed. A student's attorney is required to be invited to participate in disciplinary conferences related to discipline for a reportable offense, including manifestation determination. The school principal, superintendent, or designee is prohibited from asking questions related to a reportable offense unless the student's attorney is present. The State Department of Education is required to issue a report to the Governor and General Assembly each year containing certain information about reportable offenses, which requires CCPS to report certain school disruptions to MSDE annually.

To address situations that could compromise school security, the 1995 Maryland General Assembly added Section 7-303, *Arrest for Reportable Offense*, the Education Article, Annotated Code of Maryland. The law deals with the exchange and use of information regarding serious and criminal offenses committed by students off school grounds. Students can be excluded from school until such time as the criminal charges are adjudicated.

In 2022, the General Assembly passed House Bill 146: Reportable Offenses, Student Discipline and School Disruption-Presence of an Attorney and Reporting (2022 Md. Laws, Chap 742). This bill amended the Education Article by including new requirements specifically aimed at protecting the rights of students for whom the school receives a notice of a reportable offense, as well as introducing new reporting requirements.

## BEHAVIOR ON THE BUS

The student's first responsibility while riding on a school bus is not to interfere with the driver's ability to safely operate the bus. Improper student behavior that distracts the driver jeopardizes the safety of all the students on the bus. Students are reminded that if you are utilizing CCPS Bus Transportation, video and audio recording is occurring. The following safety rules apply to students:

- Follow the bus driver's instructions at all times for the safety of all students.
- Stay properly seated in a designated seat.
- Talk quietly with seatmates and act responsibly. Do not yell or scream or use improper language.
- Keep hands and feet inside the bus at all times.
- Respect the bus driver as the person in charge and respect other students and their property.
- Do not throw anything inside the bus or throw objects out of a window.
- Do not consume food or beverages on the bus.

Students are reminded that riding the school bus is a privilege. Failure to follow these safety rules may result in reassignment of seat, loss of bus riding privileges, and/or suspension from school. Other rules as defined in the Student Code of Conduct also apply while students are on the school bus. There are also documents on the Transportation website related to School Bus Safety Rules, School Bus Regulations, and the Parent Guide for Student Transportation, that are available for reference.

## AGE OF CONSENT FOR MENTAL HEALTH SERVICES

Maryland Senate Bill 41 has altered the minimum age, from 16 years to 12 years, for which a minor has the same capacity as an adult to consent to consultation, diagnosis, and certain treatment of a mental or emotional disorder by a health care provider or clinic; and providing that a health care provider may decide to provide certain information to a certain parent, guardian, or custodian under certain provisions of law unless the health care provider believes that the disclosure will lead to harm to the minor or deter the minor from seeking care.

The Annotated Code of Maryland, Health-General Article, §20-104 (eff. October 1, 2021) provides that the age of consent is 12 years of age if the licensed provider determines that the student is mature and capable of giving informed consent.

Cecil County Public Schools will continue to require parental consent for consultation, diagnosis, and treatment for mental health services provided within the school building during the school day, regardless of the student's age and/or the provider. However, licensed clinicians employed by CCPS may refer students age 12 or older, who they determine to be mature and capable of giving informed consent, to an outside provider for mental health consultation, diagnosis and treatment without parental consent if the clinician believes doing so would lead to harm to the minor or deter the minor from seeking care. Decisions regarding whether or not consultation, diagnosis, and treatment of the child will be provided without parental consent will be determined by the outside provider in alignment with their agency's policies. In accordance with the Memorandum of Understanding with CCPS and the outside provider, services may not be provided within the school building during the school day without parental consent.

## GLOSSARY OF TERMS

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| **Academic Dishonesty/Cheating** | Academic dishonesty through cheating, copying, plagiarizing, or altering records, or assisting another in such actions. |
| **Alcohol** | Possession, use, or showing evidence of use, sale, or distribution of any alcoholic substances. |
| **Arson/Fire** | Attempting to set, aiding in setting, or setting fire to a building or other property. The administrative investigation determines the intent and the intent drives the consequences. Particular statutes and regulations govern this behavior. Contact with the parent is assumed. Accidental fires would not result in the above. |
| **Attendance Codes for Lawful Absence** | Codes: 01-death in immediate family; 02-doctor's note; 03-uncertified illness/parent note; 04-court summons certified by court; 05-approved (in advance) family vacation; 07-violent storms; 08-work approved or sponsored by school; 09-observance of religious holiday certified by parent; 10-state emergency certified by Superintendent of Schools; 13-other emergency in good judgment by Superintendent or other designee; 17-health exclusion; 18-suspension; 19-lack of authorized transportation. |
| **Attendance Codes for Unlawful Absence** | Codes: 20-truancy; 21-unexcused absence; 22-indifference of student; 23-illness in family; 24-parent note/unexcused. |
| **Bullying** | Unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is likely to be repeated over time. It must be intentional and include an imbalance of power and repetition. |
| **Class Cutting** | Unlawfully absent from class or a school activity. |
| **Cyberbullying** | Bullying that takes place over digital devices like cell phones, computers, and tablets. Can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Includes sending, posting or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or private information about someone else that causes embarrassment or humiliation. |
| **Disrespect** | Making inappropriate or offensive gestures, symbols, and/or comments to others in any format (written, verbal, and/or electronic). |
| **Disruption** | Intentionally engaging in minor behavior distracting from the learning environment; intentionally and persistently engaging in minor behavior that distracts from the learning environment (e.g., talking out of turn, throwing small items, horseplay); intentionally engaging in moderate to severe behavior that distracts from |

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| | teaching and learning, and directly affects the safety of others (e.g., throwing harmful items, sending incendiary texts/social media messages, disrupting a fire drill). |
| **Drugs/Distribution** | Possession, use, or showing evidence of use, sale, or distribution of controlled dangerous substances including prescription drugs, over-the-counter medicines, look-alike drugs, and substances represented as controlled substances or drug paraphernalia. |
| **Explosives** | Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, or any combustible or explosive substance or combination of substances or articles, other than a firearm as defined by federal code (18 U.S.C. §921). |
| **Extortion** | The process of obtaining property from another, with or without that person's consent, by a wrongful use of force, fear, or threat. |
| **False Alarm/Bomb Threat** | The conveyance of threats or false information concerning the placement of explosive or destructive substances. Initiating a report warning of a fire or other catastrophe without cause in person or by phone. Misuse of 911. Discharging a fire extinguisher. |
| **Fighting** | A physical confrontation involving two or more students. |
| **Firearms** | Possession of a firearm as defined in 18 U.S.C. §921. Examples include handguns, rifles, shotguns, and bombs. |
| **Gang** | A group or association of three or more persons whose members; individually or collectively engage in a pattern of criminal gang activity; have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed by adults; and have in common an overt or covert organizational or command structure. |
| **Gang Activity** | The commission of, attempted commission of, conspiracy to commit, or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult. |
| **Harassment** | Includes actual or perceived intentional negative actions or words that offend, ridicule, or demean another student with regard to race, skin color, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability or disability. This will also include abusive or threatening speech, symbols, or writing that expresses prejudice against a person or group of people. |

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| **Inappropriate Use of Telecommunications** | Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages. |
| **Inciting or Participating in a Disturbance** | Causing and/or participating in behavior that is disruptive/detrimental to the safe and orderly operation of a school or school sponsored activity (school bus, extra-curricular activities, sporting events). |
| **Inhalants** | Possession, use, or showing evidence of use, sale, or distribution of any inhalants or other intoxicants. |
| **Insubordination** | Refusing to follow directions of teachers, staff, bus drivers, or administrators. |
| **Intimidation** | Any communication or action directed against another student that threatens and induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation. |
| **Modified Instruction Program (MIP)** | Assigned to students for committing certain offenses. Students are assigned to a different area where a qualified staff member maintains instruction of the regular curriculum. |
| **Minor Incident Report (MIR)** | Issued by a classroom teacher for minor offenses. While the form serves as documentation of classroom incidents, it is not a disciplinary referral to the school administrator. |
| **Other Guns** | Possession of any type of gun, other than a firearm, loaded or unloaded, operable or inoperable. This may include any object that is a look-alike of a gun or firearm (e.g., B-B guns, pellet guns, water guns) unless it is a part of the curriculum or educational program (e.g., ROTC, band). (Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequences.) |
| **Other Weapons** | Possession of any implement that the school administrative staff deems could cause or is intended to cause bodily injury/harm, other than a firearm or other gun. |
| **Physical Attack – Student** | Physically pushing, hitting, or otherwise attacking another student. (Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequence.) |
| **Physical Attack – Teacher/Staff** | Physically striking an employee of the school system or other adult, including pushing or assaulting a staff member who is intervening in a fight or other disruptive activity. |
| **Refusal to Obey School Rules/Bus Rules** | Failure to comply with school rules, regulations, and/or procedures not otherwise defined in the suspension codes. |

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| **Restorative Practices** | Behaviors, interactions, and approaches which help to build and maintain positive, healthy relationships, resolve difficulties, and repair harm where there has been conflict. RP is not a punishment or crisis management tool; but seeks to use affective statements, community-building circles, small impromptu conferencing, and setting classroom norms to focus on the relationship, respect, responsibility, repair, and reintegration. |
| **Serious Bodily Injury** | IDEA at 20 U.S.C. §1415 (k) (7) (D) references the definition for "serious bodily injury" from 18 U.S.C. §1365 (h) (3) means bodily injury which involves (a) substantial risk of death; (b) extreme physical pain; (c) protracted and obvious disfigurement; or (d) protracted loss or impairment of a function of a bodily member, organ, or mental faculty. |
| **Sexual Activity** | Inappropriate behavior of a sexual nature, including indecent exposure, consensual sex, and other sexual activity not identified as sexual assault or harassment. |
| **Sexual Attack** | Physical sexual attack on a staff member or physical sexual attack on a 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. (Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, and circumstances in determining an appropriate course of action and consequences.) |
| **Staff** | Any employee of Cecil County Public Schools or the Board of Education, the Maryland Board of Education, contractor, volunteer, or guest of Cecil County Public Schools. |
| **Tardiness** | Late to school or class. |
| **Theft** | Taking or obtaining property of another without permission and/or knowledge of the owner. |
| **Title IX** | Title IX of the Education Amendments of 1972 ("Title IX"), is a Federal civil rights law that prohibits discrimination on the basis of sex in education programs and activities. All public schools, like CCPS, that receive any Federal funds must comply with Title IX. Under Title IX, schools must operate free from sex discrimination, including sexual harassment. |
| **Tobacco/Vaping** | Possession, use, sale, or distribution of tobacco or tobacco products. Vaping is the electronic delivery of nicotine or THC. Presence of THC instead of Nicotine determines a violation of the drug policy. |

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| **Trespassing** | Unauthorized presence on school property, including while on suspension. |
| **Truancy** | Unlawfully absent from school or classes for a school day or a portion of the school day. |
| **Unauthorized Sale or Distribution** | Unapproved sale or distribution of items not otherwise defined in the suspension codes. |
| **Vandalism/Destruction of Property** | Damage, destruction, or defacement of property belonging to the school or others. |
| **Verbal or Physical Gestures that Threaten a Teacher, Staff, or Other Adults** | Threatening language (verbal or written/electronic; implicit or explicit) or physical gestures directed toward a staff member or anyone else other than a student. (Threat assessment may be necessary.) |
| **Verbal or Physical Threat – Student** | Threatening language (verbal or written/electronic; implicit or explicit) or physical gestures directed toward another student. |

# BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

## Directions:

The Bullying, Harassment or Intimidation Reporting Form should be used to report alleged incidents of bullying, harassment, or intimidation that occurred during the current school year on school property, at a school-sponsored activity or event off school property, on a school bus, on the way to and/or from school, or through electronic communication on or off school property. School staff will address incidents that occur at school or have a connection or nexus back to the school setting that create a risk of harm to other students while they are at school or interfere with the educational environment.

If you are a student, the parent/guardian or caregiver of a student, a close adult relative of a student, a school staff member, or a bystander and wish to report an incident of alleged bullying, cyberbullying, harassment, or intimidation, please complete this form, and return it to the school principal.

You may contact the school for additional information or assistance at any time. (Bullying, cyberbullying, harassment, and intimidation definitions are provided below.)

## Definitions:

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

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

**Harassment –** includes actual or perceived negative actions or words that offend, ridicule, or demean another student with regard to race, skin color, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability. This will also include abusive or threatening speech, symbols, or writing that expresses prejudice against a person or group of people.

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

# BULLYING, HARASSMENT, OR INTIMIDATION REPORTING FORM

(**PLEASE PRINT ALL INFORMATION**)

Today's date: _____ / _____ / _____ School: _____
Month Day Year

**PERSON REPORTING INCIDENT** Name: _____

Telephone: _____ E-mail: _____

Place an **X** in the appropriate box: ❑ Student ❑ Parent/guardian/caregiver of a student ❑ Close adult relative of a student ❑ School staff ❑ Bystander

## 1. Alleged Targeted Student(s)

| Name: | Age: | Days absent as a result of the incident: (if known) |
|---|---|---|
| | | |
| | | |
| | | |

## 2. Alleged Offender(s) (if known)

| Name | School: (if known) | Age: (if known) | Student: (Y/N) | Days absent as a result of the incident: (if known) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

## 3. Alleged Witness(es) (if known)

| Name | School: (if known) | Age: (if known) | Student: (Y/N) |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

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

_____ / _____ / _____ _____ / _____ / _____ _____ / _____ / _____
Month Day Year Month Day Year Month Day Year

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

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

**6. Where did the incident happen? (Place an X next to the statement(s); choose all that apply)**

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

*Will be collected unless specifically excluded by local board policy

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

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

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

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

**10. If there was a physical injury, do you think there will be permanent effects?** ❑ Yes ❑ No

**11. Was the student victim absent from school as a result of the incident?** ❑ Yes ❑ No

If yes, how many days was the student victim absent from school as a result of the incident? _____

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

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

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

**Signature:** _____ **Date:** _____

# GANG-RELATED INCIDENT REPORTING FORM

Directions: This is a form to report alleged gang activity and similar destructive or illegal group behavior or to report reprisal or retaliation against individuals who report gang activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or others with reliable information about an act of gang activity and similar destructive or illegal group behavior which occurred on school property, on school buses, or at school-sponsored events.

**Gang: "Criminal Gang" means a group or association of three or more persons whose members:**
**(1) individually or collectively engage in a pattern of criminal gang activity;**
**(2) have as one of their primary objectives or activities the commission of one or more underlying crimes, including acts by juveniles that would be underlying crimes if committed adults; and**
**(3) have in common an overt or covert organizational or command structure.**

**Gang Activity: "Pattern of criminal gang activity" means the commission of, attempted commission of, conspiracy to commit, or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.**

Today's date: _____ / _____ / _____ School: _____
Month Day Year

School System: _____

**PERSON REPORTING INCIDENT** Name: _____

Telephone: _____ E-mail: _____

Place an **X** in the appropriate box: ❑ Student ❑ Student (Witness/Bystander) ❑ School Staff

❑ Other_____

1. Name of student victim: _____ Age: _____
(Please print)

2. Name(s) of alleged offender(s) (If known): (Please print) Age School
Is he/she a student? (if known)

_____ _____ _____
❑ Yes ❑ No

_____ _____ _____
❑ Yes ❑ No

_____ _____ _____
❑ Yes ❑ No

3. On what date(s) did the incident happen?
_____ / _____ / _____ _____ / _____ / _____ _____ / _____ / _____
Month Day Year Month Day Year Month Day Year

4. Please describe what occurred:

_____
_____
_____
_____
_____
_____
_____

_____
_____
_____
_____
_____

5. Where did the incident occur (choose all that apply)?

❑ On school property ❑ At a school-sponsored activity or event off school property
❑ On a school bus ❑ On the way to/from school*

*Will be collected unless specifically excluded by local board policy

6. What did the alleged offender(s) say or do?

_____
_____
_____
_____

(Attach a separate sheet if necessary)

7. Why did the activity occur? _____

_____
_____
_____

(Attach a separate sheet if necessary)

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

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

9. If there was a physical injury, do you think there will be permanent effects? ❑ Yes ❑ No

10. Was the student victim absent from school as a result of the incident? ❑ Yes ❑ No
If yes, how many days was the student victim absent from school as a result of the incident? _____

11. Did a psychological injury result from this incident? Place an **X** next to one of the following:
❑ No ❑ Yes, but psychological services have not been sought ❑ Yes, and psychological services have been sought

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

_____
_____
_____
_____
_____
_____
_____

(Attach a separate sheet if necessary)

**Signature:** _____ **Date:** _____

# CECIL COUNTY PUBLIC SCHOOLS
## DEPARTMENT OF STUDENT SERVICES

**GEORGE WASHINGTON CARVER EDUCATION LEADERSHIP CENTER**
**201 BOOTH STREET • ELKTON, MD 21921**

*Serving Learners, Families, and the Community*

phone: 410.996.5490 • fax: 410.996.1062 • www.ccps.org

Jeffrey A. Lawson, Ed.D.
*Superintendent of Schools*

Diana B. Hawley
*President, Board of Education*


Dear Parents/Guardians:

Under the provisions of *The Family Educational Rights and Privacy Act* (FERPA), the school system may release directory information as explained on page 11 of the Student Rights and Responsibilities Handbook. If you do not wish for your child's directory information to be released, please complete the form below.

During the course of the school year, there are times when pictures or videos of your child may be taken or when your child may be interviewed to showcase an event or to detail a class or school project. These pictures, videos, and interviews may be displayed in the school, on the school or school system's website, and/or social media shown during a school event, or used in print or media broadcasts.

If you do not wish for your child's image to be used and/or their directory information released, please complete the form below and return to your child's school.

---

☐ I request that my (*check one*) ☐ child ☐ self (if eligible student*) be removed from "directory information" lists for Cecil County Public Schools.

This request (*check one*) ☐ includes ☐ does not include information requested by military recruiters as permitted by federal law.

☐ I do not give my permission for any photographs, video footage, or interviews of my child to be published or used for any purpose.

Student's Name _____

School _____

Parent/Guardian/Eligible Student* Signature _____

Date _____

**Eligible student= any enrolled student who has attained the age of 18.*

**MARYLAND STATE**
**SCHOOL MEDICATION ADMINISTRATION AUTHORIZATION FORM**

**This order is valid only for school year (current) _____ including the summer session.**

**School:** _____

**This form must be completed fully in order for schools to administer the required medication. A new medication administration form must be completed at the beginning of each school year, for each medication, and each time there is a change in dosage or time of administration of a medication.**

* Prescription medication must be in a container labeled by the pharmacist or prescriber.
* Non-prescription medication must be in the original container with the label intact.
* An adult must bring the medication to the school.
* The school nurse (RN) will call the prescriber, as allowed by HIPAA, if a question arises about the child and/or the child's medication.

**Prescriber's Authorization**

Name of Student: _____ Date of Birth: _____ Grade: _____

Condition for which medication is being administered: _____

Medication Name: _____ Dose: _____ Route: _____

Time/frequency of administration: _____ If PRN, frequency: _____

If PRN, for what symptoms: _____

Relevant side effects: ☐ None expected ☐ Specify: _____

Medication shall be administered from: _____ to _____
Month / Day / Year Month / Day / Year

Prescriber's Name/Title: _____
(Type or print)

Telephone: _____ FAX: _____

Address: _____

_____

Prescriber's Signature: _____ Date: _____
(Original signature or signature stamp ONLY)

(Use for Prescriber's Address Stamp)

A verbal order was taken by the school RN (Name): _____ for the above medication on (Date): _____

**PARENT/GUARDIAN AUTHORIZATION**

I/We request designated school personnel to administer the medication as prescribed by the above prescriber. I/We certify that I/we have legal authority to consent to medical treatment for the student named above, including the administration of medication at school. I/We understand that at the end of the school year, an adult must pick up the medication, otherwise it will be discarded. I/We authorize the school nurse to communicate with the health care provider as allowed by HIPAA.

Parent/Guardian Signature: _____ Date: _____

Home Phone #: _____ Cell Phone #: _____ Work Phone #: _____

**SELF CARRY/SELF ADMINISTRATION OF EMERGENCY MEDICATION AUTHORIZATION/APPROVAL**

Self carry/self administration of **emergency** medication may be authorized by the prescriber and must be approved by the school nurse according to the State medication policy.

Prescriber's authorization for self carry/self administration of emergency medication: _____
Signature Date

School RN approval for self carry/self administration of emergency medication: _____
Signature Date

Order reviewed by the school RN: _____
Signature Date

2004

Cecil County Public Schools

*Serving Learners, Families, and the Community*

# TITLE IX FORMAL COMPLAINT FORM

**PURPOSE**: The purpose of the Title IX grievance procedures is to secure prompt and equitable resolutions of complaints based on sexual harassment, sexual violence and sex discrimination, including discrimination based on gender identity or expression or failure to conform to stereotypical notions of masculinity or femininity in violation of Title IX of the Education Amendments of 1972 ("Title IX") and violation of District policies that prohibit these types of discrimination. These procedures apply only to complaints alleging discrimination prohibited by Title IX (including sexual harassment and sexual violence).

**INSTRUCTIONS**: Individuals alleging Title IX discrimination and requesting review are required to complete this form and submit it to the School Principal or Title IX Coordinator as soon as possible after the occurrence of the alleged discrimination:

1. **Name of complainant**:_____

_____

Home Address City/State/Zip Home Phone

School: _____ Grade: _____

2. **Nature of Grievance**: Please describe the action you believe may be sex discrimination, including complaints of sexual harassment or sexual violence, in violation of Title IX and identify with reasonable particularity any person(s) you believe may be responsible. Please attach additional sheets, if necessary:

_____

_____

_____

_____

_____

_____

**3. When did the actions described above occur?**

_____

**4. Are there any witnesses to this matter?** (Please circle) If yes, please identify the witnesses: Yes No

_____

**5. Did you discuss this matter with any of the witnesses identified in Item 4?** (Please circle) Yes No
If yes, please identify, Person to whom you have spoken: _____
Date: _____

Method of communication:

_____
_____
_____

**6. Have you spoken to any administrator(s) or other staff member(s) about this matter?** (Please circle) Yes No
If yes, please identify: No Person to whom you have spoken:_____
Date:_____

**Method of communication:**

_____
_____
_____

**7. Please describe the result of the discussion(s) identified in Item 6:**

_____
_____
_____
_____
_____

**PLEASE ATTACH ANY STATEMENTS, NAMES OF WITNESSES, REPORTS, OR OTHER DOCUMENTS WHICH YOU FEEL ARE RELEVANT TO YOUR COMPLAINT**.

**I certify that the foregoing information is true and correct.**

**Print Name:** _____

**Signature:** _____

**Date:** _____

Serving Learners, Families, and the Community

# CECIL COUNTY PUBLIC SCHOOLS
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Jeffrey A. Lawson, Ed.D.
*Superintendent of Schools*

Diana B. Hawley
*President, Board of Education*

Dear Parent/Guardian:

This handbook contains policies and procedures related to students' rights and responsibilities of the Cecil County Public School System. A copy of this publication has been provided to each Cecil County Public School student. Please sign below to verify that the information enclosed has been read, reviewed, and understood by your family. This Students' Rights and Responsibilities Acknowledgment Form must be completed *for each child* and returned to the school office by September 30. Thank you for your cooperation.

_____ _____
Student's Name or Signature Grade

_____ _____
Parent Signature Date

***PLEASE DETACH AND RETURN TO YOUR SCHOOL OFFICE OR HOMEROOM TEACHER***