Calvert County Public Schools
Students' Rights, Responsibilities and Code of Conduct

MARCUS J. NEWSOME, ED.D.
Superintendent of Schools

2026-2027
Revised 8/18/2026

This document is revised annually by a committee of Calvert County Public School's (CCPS) students, teachers, parents/guardians, school and district administrators, and community members. Upon approval by the Calvert County Board of Education, it is published by:

Department of Student Services
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Calvert County Public Schools does not discriminate on the basis of race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, or genetic information or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Director of Student Services
Director of Human Resources

443-550-8000

For further information on notice of non-discrimination, visit the Office for Civil Rights Complaint Assessment System at: https://ocrcas.ed.gov, or call 1-800-421-3481.

IF YOU SEE SOMETHING,
SAY SOMETHING

Don't contribute to the rumors:

- Take a screenshot and show it to an adult.
- Tell a teacher; tell an administrator; tell a school resource officer.

Do not like, share, or re-post.

KEEP OUR SCHOOLS SAFE
DON'T REPEAT IT • REPORT IT

Safe Schools Maryland - an ANONYMOUS and FREE reporting system available to students, teachers, school staff members, parents, and the general public to report any school or student safety concerns, including mental health concerns. Safe Schools Maryland is Maryland's only official anonymous reporting system. Safe Schools Maryland operates twenty-four hours a day, seven days a week, and 365 days a year. Your anonymous report can be submitted by calling the tip line (1-833-MD-B-SAFE / 1-833-632-7233), completing an online form (below), or downloading the free Safe Schools Maryland app from the App Store or Google Play.

Safe Schools MD Tip Form

Community Resources

Safe Schools Maryland
833-MD-B-SAFE / 833-632-7233
www.safeschoolsmd.org
or download the SafeSchools App

Family Support and Counseling

988 Suicide & Crisis Lifeline
The 988 Lifeline number is designated for anyone who is experiencing a mental health or substance use crisis, contemplating suicide, or worried about someone who may need crisis support.
Call or text 988
Chat online 988Lifeline.org

Calvert Alliance Against Substance Abuse
410-535-3733

Calvert County Department of Social Services
443-550-6900

Calvert County Health Department
410-535-5400 ext. 475

Maryland Youth Crisis Hotline
800-422-0009

Calvert Crisis Response
Assistance for urgent substance use or mental health treatment
877-467-5628

McKinney-Vento/Foster Care and Housing
Educational and resource assistance for students experiencing housing instability
443-550-8465

Medical Resources

Calvert County Health Department
410-535-5400 / 301-855-1353

CalvertHealth
410-535-4000

Legal Resources

Calvert County Department of Juvenile Services
443-550-6900

Calvert County Sheriff's Office
410-535-2800 / 301-855-1194

Maryland State Police
410-535-1400

Additional resources are available on the Calvert County Community Resources List. This list is compiled by the Calvert County Health Department and is available at the following site on the left menu bar: https://www.calverthealth.org

Resources include but are not limited to:

- Calvert County Health Department Services
- Educational and Child Care Resources
- Parenting Classes/Support Programs
- Dental Resources, Orthodontists
- Vision Resources
- Pediatrics, Pediatrics St. Mary's County
- Mental Health and Substance Use Treatment
- Mental Health Only Services
- Other Behavioral Health Support
- Food Assistance
- Housing/Shelters
- Clothing Resources

1305 Dares Beach Road ▪ Prince Frederick ▪ MD 20678
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Marcus J. Newsome, Ed.D. Superintendent of Schools

Dear Members of the Calvert County Public Schools Community,

Calvert County Public Schools (CCPS) remains committed to unlocking the potential of every student, empowering excellence, and preparing future-ready graduates. We strive to ensure each student develops the knowledge, skills, and character needed to thrive as critical thinkers, communicators, and engaged citizens.

A safe, respectful, and orderly learning environment is essential to this work. The Students' Rights, Responsibilities, and Code of Student Conduct establishes clear expectations for behavior, promotes accountability, and ensures consistency across all schools. By clearly communicating these expectations, we empower students to make positive choices while supporting staff in maintaining strong, supportive learning environments.

For FY2027, CCPS continues to strengthen student conduct practices and protection through:

- Enhanced safety measures, including expanded School Resource Officer (SRO) presence in every school and weapons detection protocols at events and high-traffic venues
- Consistent expectations and accountability across all schools
- Restorative practices and behavioral supports aligned with our Multi-Tiered Systems of Support (MTSS)
- Policy updates aligned with Maryland law, including HB 1204 and related safety requirements

These efforts reinforce our commitment to safe, supportive, and student-centered schools.

The Code also reinforces expectations for digital citizenship and the ethical use of technology, including Artificial Intelligence (AI). Students are expected to use technology responsibly, maintain academic integrity, and avoid misuse such as submitting AI-generated work as their own.

We encourage all families to review the Code of Student Conduct on the CCPS website. Together, we will continue to ensure safe, supportive, and academically rigorous schools for every student. Best wishes for a successful school year.

Sincerely,

Marcus J. Newsome, Ed.D.
Superintendent of Schools

Board of Education

Jana L. Smith-Post, President ▪ Lisa M. Grenis, Vice President
Melissa M. Goshorn ▪ Paul E. Harrison ▪ Joseph L. Marchio ▪ R. Ollie Reist, Student Member

Calvert County Public Schools (CCPS) Policy #1118 regarding Discrimination was originally adopted by the Board of Education in July 2008. One of the purposes of the Policy was:

> To ensure that all CCPS students have access to a Free and Appropriate Public Education in schools where all individuals are treated equally, with dignity and respect.

The policy states the following:

> The Calvert County Board of Education is committed to providing an education and work environment that is free from all forms of discrimination. The civil rights of all individuals will be protected in educational programs, co-curricular and extracurricular programming, the workplace, and access to school facilities. The Board of Education is also committed to providing access, as appropriate, to facilities, programs, and/or activities. The Board of Education does not discriminate on the basis of race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth programs. All complaints will be investigated promptly. Students and school personnel may be subject to disciplinary action or consequences for discriminatory behaviors.

In alignment with Policy #1118, the Calvert County Public Schools (CCPS) is committed to ensure that students are not treated differently on the basis of race, disability, sex, etc. and that if a student or student's parent or guardian files a complaint regarding some aspect of the operation of the school or instructional program that impacts the student, the student will not be retaliated against on the basis of the race, disability, or sex, etc. Moreover, Policy #1118 prohibits discrimination against any individual on the basis of race, disability, or sex, etc. Any individual should not be treated differently on the basis of race, disability, or sex, etc. and if an individual files a discrimination complaint and engages in protected activities, including participating in the resolution process of a complaint, he or she is protected from retaliation. Consequently, any form of retaliation based on an individual's complaint about discrimination on the basis of race, disability, or sex is prohibited. An example of unlawful retaliation could be the discharge or demotion of an employee after the employee participated in interviews as part of an Office of Civil Rights (OCR) investigation. Another example would be if a student or the student's parent or guardian complains about some aspect of the program that a student receives, staff may not retaliate against the student by eliminating educational opportunities for the student or issuing disparate discipline consequences due to the student's race, disability, or sex, etc.

Policy #1118 requires that staff must provide all students with the same opportunities to access all aspects of the educational program to ensure that all students receive free, appropriate education. Staff are required to make sure that they do not limit or eliminate a student's opportunity to participate in Honor's programs, AP classes, extracurricular activities, to name a few, due to the student's race, color, national origin, etc. If a student is experiencing academic difficulty, staff is not allowed to place a student in a special education program on the basis of race, color, national origin, etc. If the student is appropriately placed in a special education program or has a Section 504 plan, staff are not allowed to not implement either plan on the basis of race, etc. Additionally, staff may not provide discipline consequences to a student that is more severe than that provided to other students for the same behavior due to the race, disability or sex, etc. of the student.

These requirements and prohibitions do not pertain to only students; they apply to all individuals, i.e. students, parents, employees, and community members, etc. In accordance with Policy #1118, all complaints regarding discriminatory behaviors will be investigated immediately. If results of the investigation indicate that any individual has been subjected to discriminatory behaviors, then the appropriate disciplinary actions will be taken against the perpetrator(s) who have engaged in the discriminatory behavior.

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The Board of Education has a responsibility to define discipline *expectations* that protect the safety, security, and welfare of its students, staff, and visitors, and at the same time safeguard district facilities, vehicles, and equipment. As part of a multifaceted approach to fulfill this responsibility, the Board authorizes the use of audio/video surveillance equipment on school property.

The Calvert County Public Schools Policies and Procedures referenced in this Students' Rights, Responsibilities and Code of Conduct can be viewed in their entirety at https://www.calvertnet.k12.md.us - District Information – Policies.
Changes to Federal, State, and Local laws, Calvert County Board of Education policies, Calvert County Public Schools (CCPS) administrative procedures, and other guidelines, post publication of this document, shall supersede the statements and references contained in this publication. For more information, contact the Superintendent's Office at 443-550-8009.

I. WHAT IS THE STUDENTS' RIGHTS, RESPONSIBILITIES AND CODE OF CONDUCT?

Calvert County Public Schools (CCPS) strives to create a positive school climate where staff, students, and parents/guardians work together to maintain safe and orderly learning environments. Working together, we will provide inclusive environments where all students come to school free from judgement. We all share responsibility in helping our students understand how to treat individuals with respect regardless of race, color, sex, age, gender identity, religion, sexual orientation, physical and mental disability, marital status, ancestry or national origin, familial status, ethnicity or genetic information.

The Students' Rights, Responsibilities and Code of Conduct is designed to outline student protections and expectations, as well as our commitment to our students on the role we play in supporting them in their educational endeavors. Students deserve a disciplinary process that is consistent and fair.

CCPS has embraced a gentler and kinder Calvert, taking part in acts of kindness, civility towards one another, and acceptance of each other's differences. Intolerance and lack of civility within our schools (and in many cases precipitated on social media), escalated to the point of disruption, threats, and personal anguish to those targeted individuals or groups of people, must be extinguished. Calvert County Public Schools will never accept any form of racism, hate speech and bias behaviors. We are committed to continuing our work with students and staff to protect the rights and safety of all.

We are living in a world that has greater diversity, greater opportunity, and greater accountability. So that we can help prepare students to maneuver through this world, as they become productive citizens, we first must start with how we conduct ourselves in our schools. It is important to know that understanding and accepting others' differences does not mean that we must agree with it. However, we do have to learn to respectfully work through our differences and misunderstandings, and to work with individuals who have values and beliefs different than our own.

Our work begins with Calvert County Public School staff. Relationships are the foundation to learning and increase the connections to school. We expect our school staff members to develop meaningful, professional relationships with students. We know that students who have meaningful relationships with an adult in their school are more likely to be engaged in school, attend regularly, and stay in school until graduation.

CCPS staff members are committed to the following:

1. Develop clear expectations for behavior and take an instructional approach to student discipline.
2. Recognize and reward positive and appropriate behavior by students.
3. Strive to eliminate disproportionality in discipline and administer consequences that are fair, consistent, and equitable.
4. Involve families, students, staff members, and the community in the process of fostering positive behavior and student engagement.
5. Ensure that clear, developmentally and age-appropriate consequences are applied to misbehavior in a way that supports each student in their personal growth and learning.
6. Include appropriate due process for all, consistent with federal and state requirements.
7. Remove students from the classroom only as a last resort and return students to class as soon as possible.
8. Plan appropriate instruction aligned with the content standards and address the needs of all learners.

Students are the fabric of our schools. They should be provided with expectations about how they should conduct themselves when they are at school, at school sponsored events, and on buses. When teachers engage students in the process of developing classroom expectations, it is important that students share and agree on statements of how they will treat each other based on how they would like to be treated.

It is important that CCPS students always:

1. Communicate respect for themselves and others by using words, actions, and attitudes that are reflective of respect.
2. Demonstrate pride in themselves, in their future, and in their school by arriving on time, dressing appropriately for the school environment, and being prepared to focus on their learning.
3. Take pride in promoting a safe and clean learning environment.
4. Know the expectations and understand what is in the Students' Rights, Responsibilities and Code of Conduct.
5. Correct any harm that their actions have caused to others in the school community.
6. Seek peaceful means of resolving conflict and seek support from teachers, administrators, and school staff when the conflict is too much to solve individually.

Parents and guardians are critical members of the school system team. Through their support of their children and their school, parents/guardians help to shape the overall school community.

It is the responsibility of our parents and guardians to:

1. Speak with their children about appropriate conduct at school.
2. Help their children be active participants in creating and promoting a positive, safe, and welcoming school environment that is conducive to teaching and learning.
3. Read the Students' Rights, Responsibilities and Code of Conduct and meet with administration early in the year to discuss questions or misunderstandings.
4. Work collaboratively with CCPS staff to address behavioral concerns that their children may possess.
5. Work with schools to help their children access supportive groups or programs designed to improve their conduct

Since schools are not isolated from the communities they serve, Calvert County Public Schools solicits and welcomes the support of parents, guardians, and other members of the public in assisting us to provide a safe and secure environment where students are nurtured and which provides those resources necessary for student success. Working together, we will have schools that meet the learning needs of all our students.

Students have the responsibility to report any of the following to a school official: acts of discrimination, racism, bullying, harassment, intimidation, sexual harassment, or hate/bias based on color, national origin, religious beliefs, disability, age, gender, marital status, sexual orientation, gender identity and expression, or family status

It is important that students and their parents/guardians know that school administrators and teachers have the legal right to talk to students and question them without the consent of their parents/guardians.

If a student brings something to school that is not illegal but is prohibited by the school system and may cause problems with law enforcement, <u>and</u> the student chooses the wisest course of action by not displaying the item, not using it in any type of threatening manner (either physically or verbally), and turns it in immediately to an administrator, this may allow the student to avoid any disciplinary consequence.

A. Student Discipline

The Calvert County Board of Education believes that safe and orderly schools with maximal educational benefits for all students require the maintenance of acceptable standards of student conduct. To help maintain a positive learning environment, progressive discipline will be used. Inherent in the progressive discipline process is the

necessity for school personnel to help the student learn from his or her experience and modify the behavior which initiated the discipline.

The discipline of a child with a disability, including the suspension, expulsion, or interim alternative placement of the child for disciplinary reasons, shall be conducted in conformance with the requirements of the Individuals with Disabilities Education Improvement Act. Procedures that are set forth in *COMAR 13A.08.01.11* and *COMAR 13A.08.03* will be followed as they apply to students with disabilities.

The use of corporal punishment is prohibited.

A student may be suspended for any action that is considered disruptive and/or detrimental to the operation of the school. If the offense is serious or illegal in nature, it may warrant a suspension on the first offense.

B. Review and Dissemination of the Code

The Students' Rights, Responsibilities and Code of Conduct is posted on the Calvert County Public School website, along with all referenced forms. Individuals can access the document on our website at https://www.calvertnet.k12.md.us. Students and parents/guardians are asked to review the Students' Rights, Responsibilities and Code of Conduct online. Hard copies are available upon request.

A Statement of Understanding will be disseminated to students at the beginning of each school year and to all new students at the time of registration. Students and parents/guardians will sign the Statement of Understanding indicating that they have reviewed the Students' Rights, Responsibilities and Code of Conduct contents and expectations.

II. WHEN AND WHERE DOES THIS CODE APPLY TO ME?

A. Application of Code – Jurisdiction

This Students' Rights, Responsibilities and Code of Conduct and its provisions shall be applicable during regular school hours as well as other times and places as outlined below. For the purpose of this code of conduct, school property/premises is defined as any Calvert County Public Schools building and/or grounds, and any CCPS leased, owned or contracted vehicles, including school buses when they are in use for official school business. This includes any location used for co- or extra-curricular activities, including any field trips. School officials have the authority to discipline students:

- While on school premises;
- While on school buses to and from school, on school-sponsored field trips, and while attending or participating in extracurricular and co-curricular activities.
- While engaged in related school activities on or off school premises.
- When the student's action disrupts or has the potential to disrupt the school's learning environment.
- While off school premises if misconduct is directed toward school personnel; and/or
- While engaged in acts of vandalism, destruction of school property, including the vandalism or destruction of school buses while they are in use for official school business, or theft of school property, whether or not school is open or in session at the time the offense is committed.

B. Crimes in the Community (Reportable Offenses)

Under Maryland law, when a student who is enrolled in the public school system is arrested for certain offenses, the law enforcement agency making the arrest shall notify the school system as soon as practicable. Reportable offenses are those offenses that occur off school premises, did not occur at an event sponsored by the school, and are serious criminal offenses. Students charged with crimes in the community (reportable offenses) may be removed from the regular school program and assigned to alternative educational programs in order to maintain a safe and secure school environment for all students and school personnel. Alternative educational programs may include but are not limited to: in-school alternative programs, regional alternative education programs, the secondary county alternative school program, or transfers to other schools.

The intent of the reportable offense law is not to "punish" the student, but instead to provide the local education agency (LEA) with information that may impact the safety dynamics within the school community. This is different from school discipline where the LEA is using positive and punitive measures to correct inappropriate behavior in school. The reportable offense law governs the exchange and use of arrest information regarding serious and criminal offenses for the purpose of educational programming and for the maintenance of a safe and secure school environment.

III. WHAT ARE SOME OF MY RIGHTS AND RESPONSIBILITIES?

A. Non-Discrimination and Harassment Laws

Students have the right to be free from discrimination, bullying, harassment, intimidation, sexual harassment, and hate/bias based on race, color, national origin, religious beliefs, disability, age, gender, appearance, marital status, sexual orientation, gender identity and expression, or family status.

Students have and shall be afforded the right to freedom from discrimination. The United States Constitution guarantees basic freedoms such as speech, press, assembly and religion. From this, laws exist to protect students. These are summarized in the following four laws and regulations:

1. Discrimination/Harassment on the Basis of Race, Color or National Origin

Title VI of the Civil Rights Act of 1964 and 1991 prohibits discrimination or harassment against students on the basis of race, color or national origin, and ensures access to courses***,*** programs and activities that receive federal funds.

2. Discrimination/Harassment on the Basis of Sex or Sexual Orientation

Title IX of the Education Amendments of 1972 prohibits discrimination and/or harassment on the basis of sex and guarantees equal opportunities for females and males in course enrollment, guidance, physical education, athletics, vocational programs, etc., and prohibits gender discrimination of any type in educational programs and activities, including bias against pregnant and parenting students. Calvert County Public Schools is committed to providing equity and access for all students in a supportive school environment. Pregnant and parenting students must be allowed to participate in all aspects of the educational program, including all academic, physical, and social components. Pregnant and parenting students must have access to a range of specific activities and policies that govern activities both in and outside of the classroom. These activities include, but are not limited to, excused absences, make-up work, accommodations for instruction, lactation, and designated support staff in the school. Moreover, *Title IX* legally protects students against sexual harassment. Students have a right to participate in all school and classroom activities in an atmosphere free from sexual harassment. Furthermore, students have a responsibility not to engage in sexual behaviors that are unwelcome or offensive to others.

3. **Discrimination/Harassment on the Basis of Disability**

   The Individuals with Disabilities Education Improvement Act, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination or harassment based on disability and guarantee that all students with disabilities have a right to an appropriate education and access to the general education curriculum.

4. **Discrimination on the Basis of Language**

   The Equal Educational Opportunities Act of 1974 assures that school systems provide assistance in overcoming language barriers to students in need.

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. If you are a student, the parent/guardian or caregiver of a student, a close adult relative or 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: Bullying, Harassment, Intimidation Reporting Form. You may contact the school for additional information or assistance at any time. Bullying, cyberbullying, harassment, intimidation, and bias behavior 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 that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

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.

Bias Behavior – Bias-related behavior broadly encompasses actions that may involve the use of images, language, or behavior that directly or indirectly demonstrate hostility or contempt toward a person or group on the basis of actual or perceived identity.

Anti-sexual, Anti-racial and Anti-disability Harassment Statement

Discrimination can manifest itself in behaviors such as bullying, harassment, or intimidation of individuals.

Calvert County Public Schools does not tolerate any form of harassment including, but not limited to, sexual, racial, or disability. Any individual (student, employee, or community member) who believes that he or she has been subjected to any form of harassment is encouraged to report the allegation of harassment.

Students, parents and community members may report allegations of harassment to:

Ms. Sabrina Bergen
Director of Student Services
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Employees may report allegations of harassment to:

Mr. Zachary Seawell
Director of Human Resources
Calvert County Public Schools
1305 Dares Beach Road
Prince Frederick, MD 20678

Calvert County Public Schools is committed to conducting a prompt investigation for any allegation of harassment. If harassment has occurred, the individual will be disciplined promptly. Disciplinary actions for students found to have engaged in any form of harassment may result in suspension or expulsion. Disciplinary actions for employees found to have engaged in any form of harassment may result in suspension or termination.

Calvert County Public Schools encourages all students, parents, employees, and community members to work together to prevent any form of harassment.

For further information on notice of non-discrimination, visit the Office of Civil Rights Complaint Assessment System at: https://ocrcas.ed.gov or call 1-800-421-3481.

B. Guidelines for Use of Artificial Intelligence

The integration of Artificial Intelligence (AI) in education offers exciting opportunities for innovation and learning. It is important for students and parents/guardians to understand the guidelines and expectations for AI use in Calvert County Public Schools. CCPS requires responsible and ethical use of AI that fosters an environment where students can learn in safe and respectful learning environments.

Definitions

- Artificial Intelligence (AI): Systems or machines that mimic human intelligence to perform tasks and can iteratively improve themselves based on the information they collect.
- AI Tools: Software or applications that use AI to perform tasks such as generating text, analyzing data, recognizing images, etc.
- Deepfakes: Photos, videos or audio recordings that use artificial intelligence to make it look or sound like someone is saying or doing something that is not real.

1. Educational Use:
   - AI tools should be used to complement and enhance learning experiences with teacher permission and guidance.
   - Students may use AI for research, problem-solving, and as a supplement to their studies, with teacher permission, provided it is used transparently and with proper citation.
   - Students should only use AI with explicit permission from their teachers.

2. Academic Integrity:
   - All use of AI must comply with the school's academic integrity guidelines. Plagiarism, cheating, or any form of dishonesty facilitated by AI is strictly prohibited.
   - Students must clearly distinguish their original work from AI-generated content and provide proper citation where AI tools are used.

3. Ethical Use:
   - Use of deepfake technology to impersonate others without consent is not allowed.
   - AI should be used ethically, respecting the rights and dignity of others. Any form of AI misuse that could harm individuals or groups is prohibited.
   - Students should engage in discussions about the ethical implications of AI and be aware of biases and limitations inherent in AI technologies.

4. Supervision and Monitoring:
   - Teachers and staff will provide guidance on appropriate AI use and monitor student activities involving AI to ensure compliance with guidelines.
   - Any misuse of deepfake technology should be reported immediately to school administration.

5. Prohibited Conduct:
   - Creation and Distribution of Misleading Content: Students and staff are prohibited from using AI tools to create, share, or disseminate content that misrepresents or falsifies an individual's actions, speech, or appearance without their consent. This includes, but is not limited to, deepfakes and other manipulated media.
   - Harassment and Bullying: Utilizing AI-generated content to harass, intimidate, or bully any member of the school community is strictly forbidden and will be subject to disciplinary action.

- Any misuse of AI tools will be subject to disciplinary action. In certain circumstances, law enforcement may be notified.

C. Search and Seizure

1. School Official Searches

School officials have the authority to search students under their jurisdiction without a warrant when there are reasonable grounds for suspecting that the search will reveal evidence that the student has violated or is violating either the law or school rules.

Any item that is prohibited in school and at school-sponsored activities (i.e., cell phones, smartwatches, vapes, nicotine delivery devices) is subject to confiscation.

a. A principal, assistant principal, school safety advocate, or principal's designee with administrative training may make a reasonable search of a student on school premises.

b. The search shall be made in the presence of a third party.

c. Search of the School

   i. The principal, assistant principal, school safety advocate, or principal's designee may make a search of the physical plant of the school and its apertures, including the lockers of students.

In an attempt to maintain an environment free from drugs, CCPS will work with local law enforcement to conduct canine drug scans of school lockers and student vehicles in high school parking lots. These scans will be random, limited in scope and not target any individual or faction. All scans will be monitored by a building administrator.

d. Search on School-Sponsored Trips

   i. If designated in writing by the principal, a teacher may make a reasonable search of a student on a school-sponsored trip if the teacher has a reasonable belief that the student has in his/her possession an item, the possession of which is a criminal offense or violation of any State law and/or regulation or a policy or procedure of the Board of Education.

   ii. To qualify to conduct a search under this section, a teacher must receive training to conduct a search commensurate with training received by a principal.

   iii. The search shall be made in the presence of a third party.

   iv. As soon as possible after the search, the teacher must notify the school principal or designee. The principal or designee must notify the parent/guardian.

2. Police Searches

a. Police searches on school premises require a warrant, and are generally restricted to prevent imminent danger to students. Under this authority, police may use drug-detecting dogs on school property.

b. Police officers may not search the person of a student who is not under arrest unless the officers have a reasonable suspicion that the student is concealing a weapon that poses a danger to others. School officials may not conduct such searches at the request of police officers. *COMAR 13A.08.01.14(E)*

c. School officials are to cooperate with police officers searching school premises.

d. The school principal or designee should notify the Superintendent or designee when the police search school property.

e. Every effort should be made to perform searches of school premises in a manner which minimizes disruption of normal school activities and embarrassment to affected students. *COMAR 13A.08.01.14(F)*

3. Arrest and Questioning of Students

a. Whenever possible, the arrest of a student should be made away from school premises and after school hours *COMAR 13A.08.01.12(A).*

b. If it is necessary to arrest a student during school hours, school officials should ascertain the facts surrounding the arrest and make every effort to inform the child's parent or guardian immediately *COMAR 13A.08.01.12(B-C).*

c. An arrested student may not be questioned by the police on school premises, and shall be removed from the premises as soon as practicable after the arrest *COMAR 13A.08.01.12(E).*

d. During a police investigation, students may not be questioned on school premises unless the questioning concerns a crime committed on the premises or unless the failure to question the student immediately would threaten the success of the investigation or endanger the safety of students or other persons.

e. A school official should be present during the questioning of any student *COMAR 13A.08.01.12(A)* and, except for child abuse or neglect investigations, shall promptly advise the student's parents or guardians of the nature of the investigation *COMAR 1A.08.01.13(C).*

f. In the absence of an arrest, a student may not be removed from school premises for questioning without the consent of the child's parent or guardian.

D. Sexual Harassment

Calvert County Public Schools is committed to maintaining learning environments where all students feel safe, respected, and supported. Any form of sexual harassment or sexual violence will not be tolerated in Calvert County Public Schools.

Sexual harassment is defined as:

Conduct on the basis of sex that satisfies one or more of the following:

1. *Quid Pro Quo (Staff-to-Student Conduct)*
   A school employee conditioning the provision of an aid, benefit, or service on a student's participation in unwelcome sexual conduct;

2. *Hostile Environment (Severe, Pervasive, Objectively Offensive)*
   Unwelcome conduct that a reasonable person would determine is so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the school's education program or activity; or

3. *Sexual Violence and Related Offenses*
   Sexual assault, dating violence, domestic violence, or stalking as defined by federal law.

Sexual harassment includes *unwelcome verbal, nonverbal, physical, or electronic conduct of a sexual nature*, or conduct based on sex, sexual orientation, gender identity, or gender expression, that:

- Creates an intimidating, uncomfortable, or unsafe environment, or
- Interferes with a student's ability to learn, participate, or feel connected to school, or

- Violates expectations for respectful interactions among students

Examples (Student-to-Student or Student-to-Staff) may include, but are not limited to:

- Repeated sexual comments, jokes, gestures, or name-calling
- Unwanted touching, physical contact, or invasion of personal space
- Sharing or displaying sexual images (including through phones, emails, or social media)
- Spreading sexual rumors or making comments about someone's body
- Pressuring someone for sexual activity or attention
- Gender-based teasing, harassment, or discrimination

Any student who believes they have experienced or witnessed sexual harassment is encouraged to report the concern to a trusted staff member or school administrator as soon as possible. Reports will be taken seriously and addressed promptly in a manner that protects the safety, dignity, and well-being of all individuals involved.

Sexual harassment is prohibited. This includes the creation and distribution of electronic content of a sexual nature, or conduct based on sex, sexual orientation, gender identity, or gender expression. This includes, but is not limited to, deepfakes and other manipulated media. Utilizing AI-generated content to harass, intimidate, or bully any member of the school community is strictly forbidden and will be subject to disciplinary action.

Students who engage in such behavior will be subject to appropriate disciplinary and/or restorative actions consistent with the Student Code of Conduct and, when applicable, may be referred to law enforcement for further investigation.

E. Student Activities

1. Student Organizations

a. All student organizations desiring to conduct activities in public school buildings or on public school grounds shall be permitted to conduct these activities only if authorized to do so, and shall thereafter be subject to the supervision of the administration and faculty of the school. *COMAR 13A.08.01.09(A).*

b. Participation in such organizations shall be governed by procedures agreed upon by the school administration and students, but may not exclude participation based on race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation or genetic information**,** gender identity or expression**,** or program of study. Academic eligibility for participation in such organization shall be governed by the Calvert County Board of Education.

c. Any secret, exclusive, or self-perpetuating organization which seeks to organize and perpetuate itself by taking in members from among the students enrolled in the public schools in which they are students, upon the basis of decision of the membership of the organization, rather than from the free choice of any students in the school who are qualified to fill the special aims of the organization, shall be prohibited from conducting its activities in public school buildings or on public school grounds. *COMAR 13A.08.01.09(B).*

2. Interscholastic Sports

a. Student Eligibility

Student eligibility for high school athletics is governed by State and Southern Maryland Athletic Conference (SMAC) regulations. *COMAR 13A.06.03.* These regulations are implemented by SMAC and the Maryland Public Secondary Schools Athletic Association (MPSSAA) which establishes procedures for regular season sports programs and state tournaments. In addition, each school district may adopt more restrictive rules for their own programs, including participation standards to ensure that student athletes are making satisfactory progress toward graduation. *COMAR 13A.06.03.01-02.* The Calvert County Board of Education has adopted CCPS Policy #3452 which governs Academic Eligibility.

In general, high school students may participate in interscholastic sports with the consent of their parents or guardians and after being found physically fit by a certified physician. Student athletes must maintain amateur status, and may participate on teams outside schools if membership on the outside team does not conflict with participation in the school program. Participants must be registered at the MPSSAA member high school where they play, and may participate in a maximum of 3 seasons in any one sport in Grades 10, 11, 12; or 4 seasons if the student begins participating in the sport in Grade 9. Students 19 years of age on September 30 of any given year and high school graduates are ineligible. *COMAR 13A.06.03.02.*

b. Equal Opportunity

Students may not be excluded on the basis of sex from equal opportunity to participate in athletic programs. If a school sponsors a team in a particular sport for members of one sex only, and before July 1, 1975, when overall opportunities for members of the excluded sex were limited, members of the excluded sex shall be allowed to try out for the team. *COMAR 13A.06.03.04(A).*

Calvert County Board of Education has adopted CCPS Policy #3440 which governs Fitness and Athletic Equity for Students with Disabilities. This policy ensures that students with disabilities have an equal opportunity to try out for and, if selected, participate in mainstream athletic programs. This policy also ensures the provision of reasonable accommodations necessary to provide students with disabilities equal opportunity to participate to the fullest extent possible in mainstream physical education and mainstream athletic programs. *Title 7, Subtitle 4B of the Education Article of the Annotated Code of Maryland.*

c. Violations, Penalties, and Appeals

A student who violates interscholastic sports regulations may be penalized by having his or her eligibility to participate suspended. *COMAR 13A.06.03.05(A).*

A student suspended from participation may appeal the penalty and request a hearing before the Appeals Committee of the MPSSAA. The decision of the Appeals Committee may also be taken to the State Superintendent who may, on a discretionary basis, appoint a special committee to uphold, deny, or modify the appeal. The decision of the special committee is final. *COMAR 13A.06.03.05(C).*

If a student is deemed ineligible to participate under CCPS Policy #3452 governing academic eligibility, the student may appeal in accordance with Procedure #3452.1.

F. Student Expression

The First Amendment of the United States Constitution prohibits laws "abridging the freedom of speech or of the press," and guarantees "the rights of the people to peaceably assemble and to petition the government for a redress of grievances." The protections of the First Amendment also apply to public school students. Students do not "shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." *Tinker v Des Moines Independent School District 393 US.503 at 506(1969).* However, the First Amendment rights of students are subject to restriction if the exercise of those rights materially and substantially disrupts the educational environment.

1. Disruptive Speech and Activities

Certain types of speech and behavior are considered so disruptive that they may be prohibited outright. The willful disturbance of school activities or other actions that prevent the orderly conduct of educational functions is forbidden by law. Similarly, persons may not threaten with bodily harm or otherwise molest individuals in the immediate vicinity of public schools. Courts may take action to bar such disruptive conduct and may impose misdemeanor criminal penalties on persons who engage in it. *§ 26-101a-d of the Education Article of the Annotated Code of Maryland.*

The free speech rights that students have in the school environment are governed by a rule of reason applied to specific facts.

2. Distribution of Literature

Written communication by students in school-sponsored publications is subject to the reasonable restrictions of school officials. For example, the Supreme Court recently determined that students' free speech rights were not violated by the decision of a high school principal to remove from a school newspaper two pages that contained articles about pregnancy and divorce. The Court held that "educators do not offend the First Amendment by exercising editorial control of the content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns**."**

3. Assembly and Petition

The First Amendment provides students with the fundamental right to assemble and to circulate petitions. However, students, like other members of the community, do not have "an absolute constitutional right to use all parts of a school building or its immediate environs…for unlimited expressive purposes." Thus, a high school administrator may restrict the use of school facilities for group activities *to ensure the orderly operation of the school.*

In fact, total denial of the use of facilities for any activity outside the formal school curriculum is constitutional principally because a public school is not viewed as a traditional "public forum." Rather, a school is considered to be a "limited open forum" where equal access to all groups – regardless of their religious, political, philosophical, or other views – is guaranteed when a school "grants an offering to or opportunity for one or more non-curriculum related student groups to meet on school premises."

Schools may set reasonable limits as to the time, place, and manner in which students and student groups may assemble *and may require advanced notice to avoid conflict and to ensure proper protection of the school community.*

4. Symbolic Expression – Buttons and Armbands

Students may display buttons and armbands or other symbolic forms of expression in school as long as the display does not materially and substantially disrupt the orderly operations of the school. Using language or displaying images and/or symbols that promote hate or discrimination based on race, religion, gender identity, or sexual orientation, including racial slurs, that can be reasonably expected to cause substantial disruption of school or district operations or activities is not allowed.

5. Hair and Dress

Public schools may regulate the dress or hair length of their students if the regulations are rationally related to a legitimate school objective such as school discipline, safety, health, or disruption to the educational process. In some states, for instance, the wearing of earrings by males was prohibited as part of a policy barring the display of "gang symbols" in school, and a ban on excessively tight or suggestive clothing was upheld in some states as well.

6. Patriotic and Religious Exercises

There has been a long history of litigation over the rights of students and school officials in connection with patriotic and religious exercises in schools. It has been established that students cannot be required to participate in either activity. Questions as to the nature of student rights to exercise freedom in school commonly arise in two contexts and both of these have been addressed in Maryland statutes.

a. Display of the Flag and Student Participation in Patriotic Exercises

Section 7-105 of the *Education Article of the Annotated Code of Maryland* encourages all students and school staff to recite the Pledge of Allegiance daily. However, any student or teacher who wishes to be excused from the Pledge of Allegiance and other patriotic exercises shall so be excused. It is the expectation that the student, when excused from the pledge, will remain quiet and non-disruptive.

b. Religious Exercises

Public schools may offer a moment of silence for personal reasons. During this period, students and teachers may pray or read Holy Scripture provided they do so silently. § 7-104b of the *Education Article of the Annotated Code of Maryland.*

Absences from school for the observation of religious holidays are considered lawful. *COMAR 13A.08.01.03.*

G. Student Records

Federal and State laws and regulations require school systems to give students and their parents/guardians the right to inspect and review students' educational records; to keep those records confidential; and to have school record inaccuracies corrected. *COMAR 13A.08.04; Family Educational Right and Privacy Act (FERPA), Regulations 34 CFR § 99 et seq.*

These protections apply to all school records containing personal information identifiable to the student and maintained by the school system or a party acting on the school's behalf. They do not apply to records kept in the sole possession of the maker which are not accessible to third parties; or to records made solely for law enforcement purposes; or to records concerning medical or mental health treatment of students 18 years or older. *COMAR 13A.08.02.07.* Schools must maintain a written policy (CCPS Policy#1920) for complying with student

record laws and annually inform parents/guardians and students of their rights under the law and the means by which they may enforce those rights.

The specific elements of the rights, protected by Federal Law (*Family Education Rights and Privacy Act – FERPA)* and State regulations, and the required enforcement mechanisms for those rights are governed by an elaborate regulatory scheme which is set forth in detail in *COMAR 13A.08.02.* Generally, those rights are as follows:

1. The Rights of Access to Student Records

Parents and legal guardians have the right to read, inspect, and copy any of their child's records, including records considered confidential by the school. Schools must comply with parents'/guardians' requests for such records, generally within 45 days, and must provide copies for a reasonable fee. *COMAR 13A.08.02.11 and .13.*

2. The Right to Prevent Disclosure of Student Records without Parental Consent

In general, schools may not disclose personally identifiable information from a student's records to third parties without first obtaining parental consent. However, there are at least two exceptions that allow disclosure without prior consent. These include disclosing information to school officials who have a legitimate educational interest and to another school in which the student seeks to or intends to enroll. In addition, schools may publish "directory" information about students without such consent, provided that parents/guardians have been made aware of the local policy regarding directory information and have been given the opportunity to refuse the disclosure of the information. *COMAR 13A.08.02.19-26 and the Family Educational Rights and Privacy Act.*

Under the Family Educational Rights and Privacy Act (FERPA), a school official is generally defined as a person or entity that has a legitimate educational interest in accessing students' education records. This includes individuals who need to review education records in order to fulfill their professional responsibilities related to education.

A school official may include, but is not limited to:

a. Administrators and Teachers: This includes school staff, such as principals, counselors, and educators, who have direct responsibilities related to student learning or school supervision and management.

b. Support Staff: Employees who are in roles that assist in providing services to students, such as librarians or health professionals, may also be considered school officials if their roles require access to student records.

c. Contractors and Consultants: Individuals or organizations contracted by the school (such as attorneys, auditors, or therapists) may also be considered school officials if they are working with the school in a role that requires access to student information.

d. Other School Officials: This can include other individuals like school board members or people in charge of policy enforcement, as long as they have legitimate educational interests in the records.

Calvert County Public Schools has designated the following information as directory information:

- Student's name
- Photograph
- Date and place of birth
- Major field of study

- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Parents/guardians who do not want their children's directory information to be considered public information and parents/guardians who do not want photographs or videos of their children used in print and/or electronic media must notify the school principal in writing or must indicate this on the Annual Student Update by September 30 of each school year.

More information can be found under Student Records & Public Notices on the Parent Information Page on the school system's website.

In complying with the No Child Left Behind Act of 2001, effective with the 2002-2003 school year, schools will provide military recruiters access to basic student information (names, addresses, and telephone numbers) unless the student or parent/guardian request in writing that such information not be released.

3. The Right to Have Record Inaccuracies Corrected

Parents and legal guardians have the right to request that the school amend any information in a student's record that is inaccurate, misleading, or violates the privacy of the student. If a parent or legal guardian requests that the record be amended, and the school declines to do so, then the parent or legal guardian has a right to a hearing to challenge the content of the record. If, after the hearing, the school still refuses to remove the information, then the parents or legal guardians may include, as part of the student record, a statement of their position regarding the contested information. *COMAR 13A.08.02.14-17.*

4. Additional Rights of Parents/Guardians of Children with Disabilities

Under federal law, students with disabilities and their parents/guardians have rights with respect to the collection of information for school records, and access to and disclosure of such information, which are generally broader than the protections afforded to students under *FERPA.* Those rights are identified and explained in *the Individuals with Disabilities Education Improvement Act, 34 CFR Part 300.*

H. Student Access to Telehealth Appointments

Policy #3905 – Student Access to Telehealth Appointments

Calvert County Public Schools is committed to supporting student health through essential services that can positively impact academic performance and overall student wellbeing. Middle and high school students will have access to behavioral health telehealth appointments during the school day as long as all criteria are met.

1. Students in grades 6-12 will have access to parent/student – initiated behavioral/mental health telehealth appointments during the school day.

2. Telehealth appointments require the consent and presence of a parent/guardian.

3. All CCPS employees supporting telehealth appointments will comply with the legal requirements for confidentiality.

4. Schools will choose a location that ensures privacy of telehealth appointments.

5. Students, families, and healthcare providers should reference the CCPS Telehealth Procedures Manual on the CCPS website for school guidelines and processes.

IV. WHAT ARE SOME OF THE LAWS, POLICIES, AND PROCEDURES THAT GOVERN MY RESPONSIBILITIES AS A STUDENT?

A. Student Attendance

Policy #3005 – Regarding Student Attendance

The student attendance policy of Calvert County Public Schools is based on the premise that regular attendance is necessary if a student is to achieve success in school. No child who is excessively absent during the year can fully profit from educational programs and activities offered at school. There is little chance of continuity of instruction or maintenance of interest when a student does not attend classes regularly. Students with good attendance have greater opportunities to utilize their talents, increase their self-esteem, and acquire self-discipline.

The school cannot educate students or provide them with support and assistance if they are absent. Therefore, the school system will require students to attend school regularly in order to receive the full benefits of an education.

All Maryland residents 5 years old or older and under 21 years old are entitled to free public education. Maryland law requires that all children between the ages of 5 and 18 years attend a public school unless the child regularly receives, in some other setting, instruction similar to that which is provided in the State's public schools. § 7-301 of the *Education Article of the Annotated Code of Maryland*.

Under Maryland's Age of Compulsory School Attendance law (Maryland Code, Education §7-301), the age for compulsory school attendance is 5 - 18. Students may not withdraw from school prior to turning 18 or successfully graduating, unless they meet one of the exceptions listed in COMAR.

1. Rules, Regulations and Procedures Governing Attendance

Each child who resides in the State of Maryland and is 5 years old on or before September 1 of the current school year, and under 18 years of age, shall attend a public school regularly during the entire school year unless the child is otherwise receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age, or the child is exempted under Maryland State Board of Education regulations which allow parents/guardians to:

- Apply for a home instruction (parental teaching) program as an alternative;
- Exempt a child who is 5 years old from mandatory school attendance for one year if the child's parent or guardian believes that a delay in school attendance is in the best interest of the child and the parent or guardian files a written request with the Director of Student Services asking that the child's attendance be delayed due to the child's level of maturity; or
- Exempt a child from attending kindergarten if the parent or guardian of the child files in writing their intent to place the child in an alternative setting and verifies that the child is enrolled full time in a

licensed child care center; full-time in a registered family day care home; or part-time in a Head Start 5-year-old program.

- The local school system shall approve the request for delay or withdrawal in writing within 5 working days from date of receipt.

Pre-kindergarten students must be 4 years old on or before September 1 of the current school year for admission to school.

a. Lawful Causes of Absences as Defined by *COMAR 13A.08.01.03*

Absence from school, including absence for any portion of the day, of students who are presently enrolled in public schools shall be considered lawful only under the following conditions:

COMAR Code	Description
01	**Death in the immediate family.** The local school system shall determine what relationships constitute the immediate family.
02	**Illness of the student.** The principal shall require a physician's certificate from the parent or guardian of a student reported continuously absent for illness.
04	**Court summons.**
07	**Hazardous weather conditions.** This shall be interpreted to mean weather conditions which would endanger the health or safety of the student when in transit to and from school.
08	**Work approved or sponsored by the school, the local school system or the State Department of Education,** accepted by the local superintendent of schools or the school principal, or their designees, as reason for excusing students.
09	**Observance of a religious holiday.**
10	**State emergency.**
13	**Other emergency or set of circumstances** which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.
17	**Health exclusion.**
18	**Suspension.**
19	**Lack of authorized transportation.** This shall not include a student denied authorized transportation for disciplinary reasons.

b. Unlawful Causes of Absence as Defined by COMAR *13A.08.01.04*

An absence, including absence for any portion of the day, for any reason other than those cited as lawful, is presumed unlawful and may constitute truancy. Local school systems may add specified criteria for unlawful absences to local board-approved attendance policies.

COMAR Code	Description
20	**Truancy.** A truant is a student (age 5 to 18) who is absent without lawful cause as defined in *COMAR 13A.08.01.03* from attendance for a school day or portion thereof.
21	**Other unlawful absence.**

c. Chronically Absent

A student is considered chronically absent if the student is absent 10% or more of the number of school days enrolled, regardless of whether the absences are lawful or unlawful. For example:

- Any student enrolled in a school for the entire school year (180 days) who is absent 18 or more days is chronically absent.; and
- Any student enrolled for 90 days who is absent for 9 or more days is also chronically absent.

d. Habitual Truant

A student is considered a habitual truant if they meet ALL of the following criteria:

- the student was age 5 through 20 during the school year;
- the student was in membership in a school for 91 or more days; and
- the student was unlawfully absent for 20% or more of the days in membership.

e. Present/Absent/Partial Days

Teachers are responsible for maintaining daily and period attendance records for all students and entering tardies and absences into the student information system. Attendance is recorded each day school is in session. Students are considered present when attending their regularly scheduled classes or participating in an instructional program approved by the State, local school system, and/or school. This includes school-sponsored activities such as field trips and athletic events. It does not include completing schoolwork at home or activities supervised or sponsored by private groups or individuals. Both lawful and unlawful absences are counted as absences.

Attendance calculations are based on the number of minutes missed compared to the total number of minutes in each student's scheduled school day.

Whether a student is scheduled for a full day, a partial day, or the school is operating on a modified schedule (such as an early dismissal or late arrival day), attendance is reported using the following guidelines:

Full-day present
Students are reported present for a full day if they miss less than 50% of their scheduled school day.

Half-day absent
Students are reported absent for half a day if they miss between 50% and 90% of their scheduled school day.

Full-day absent
Students are reported absent for a full day if they miss more than 90% of their scheduled school day.

f. Tardiness/Early Dismissal

Students reporting late to school/class when the day/period begins are considered tardy. Leaving school/class before the day/period ends is considered early dismissal. CCPS school-based employees will designate tardiness and early dismissal as lawful or unlawful and treat it under the same criteria as a lawful or an unlawful absence.

g. Absences for Discretionary Days

i. A written request for such absences to be lawful/excused should be submitted at least two weeks in advance of the requested absence to the principal/designee.

ii. Such absences should not occur during district or state assessment periods unless authorized by the principal under special circumstances.

iii. Such absences may include, but are not limited to, the following events directly involving the student:

- Visits to post-secondary institutions/work-based programs
- Participation in college/workforce orientation programs
- Scheduled interviews with prospective employers/internships
- Special family events, including vacations/trips
- Civic engagement

The school principal has the authority to approve or deny the request for a legal absence.

2. Standards for Regular Attendance and *Interventions/Consequences* for Unmet Standards

An absence for any reason other than those cited as lawful is presumed as unlawful and may constitute truancy (COMAR 13A.08.01.04). Under the Annotated Code of Maryland, Education Article, §7-301, action may be taken when compulsory attendance issues arise. It is the duty of the parent to see that their student attends school or receives the required instruction. The standard for regular attendance is the minimum requirement for student attendance. The actions taken when the standard, as defined by Policy #3005 governing student attendance, is not met should reflect appropriate interventions and support. Progressive discipline consequences will be used as applicable. The school principal/designee may waive these actions when they are aware of circumstances beyond the student's control, such as a chronic illness documented by a healthcare provider.

Unlawful/Unexcused Absence:

a. Each school staff will encourage positive, regular and prompt school attendance.

b. Continuing unlawful absences and/or tardiness of the student will result in the initiation of one or more of the following actions:

- Student/Family conference
- Parent/Guardian contact
- Attendance contract
- Detention
- Saturday School
- Exclusion from activities
- Removal of school privileges
- Restriction of extracurricular activities
- Referral to PPW/Student Services.
- Alternative education support

- Summer School attendance

c. Middle and high school students who are chronically absent from a credit-bearing course may be referred to the principal/designee for possible denial of credit.

3. Supports and Interventions

a. CCPS attendance strategies will be implemented school-wide to encourage attendance for all students.

b. Interventions will be put in place for students who need more support to avoid or improve chronic absenteeism.

c. If attendance barriers are present that are adversely affecting a student's attendance, an SST referral will be made to look at comprehensive supports for the family.

d. Intensive supports will be implemented for students facing the greatest challenges to getting to school. These supports include:

- An attendance team or SST to further monitor student attendance.
- Use of a Pupil Personnel Worker to visit home.

4. Procedures to Monitor and Verify Absences/Tardiness

a. Reporting Absences

It is the responsibility of administrators and teachers to develop and maintain a system of recording and reporting student absences (lawful and unlawful). The following procedures are to be considered the minimum for every CCPS school:

- Teachers will maintain a daily attendance record of each student's presence, tardiness or absence from school or class using the electronic Student Information System.
- Attendance information recorded on Report Cards will be considered appropriate notification to parents/guardians and students of the student's absences.

b. Confirming/Verifying Absences

It is the responsibility of the parents/guardians to provide school staff with verification of the reason for each student absence. Any absence not certified by the parent, guardian, physician, court or other appropriate person/agency will be considered unlawful.

- Students returning from absences without notes with appropriate signatures certifying lawful absences will be given three school days to provide such certification. Absences not certified at the end of three days will be considered unlawful.
- Absences Due to Acute or Life-Threatening Medical Conditions**.** To ensure optimum safety of a student, medical documentation is required when a student returns to school after experiencing acute distress or a life-threatening condition. The documentation should include any safety precautions or measures that the school should take to ensure the welfare of the child. Parents/guardians will be required to meet with the school nurse to discuss the student's health issues.
- The school principal or designee may require a doctor's note for any student who is chronically absent from school.

- Parents/guardians will be contacted when students are found to be truant from school or found to have cut class.
- School officials will make referrals to the Pupil Personnel Worker when students develop patterns of poor attendance or excessive absences.
- A student 18 years of age or older and living independent of his/her parents/guardians may be considered emancipated and responsible for confirming and verifying absences. However, verification of emancipation must first be established by the Department of Student Services.

c. Waivers

Any student with a chronic health condition or other extenuating circumstance may petition the school principal for a waiver to the attendance policy. This petition must be in writing and must state the reason(s) for the request. The student and parent/guardian must provide medical documentation or other evidence to support the request. A subsequent appeal may be filed with the Director of Student Services or his/her designee within five days of the principal's decision.

d. Make-Up Work Requirements

It is the responsibility of all students, whether the absence is lawful or unlawful, to obtain and to complete the work provided by each teacher. All make-up work will be graded in accordance with the regular classroom grading policy as long as it is completed within the established timeline. Teachers will provide make-up opportunities for students who are absent, including two-days for the initial day of absence and an additional day for each consecutive day of absence.

e. Reward Process

Each school will develop an incentive program to reward and encourage regular school attendance.

i. Exemplary Attendance

All school principals are required to recognize exemplary attendance. Reward and incentive programs in all schools are encouraged. Exemplary attendance is defined as five or fewer absences during the school year.

f. Information and Dissemination

The principal of each school will take the necessary steps to ensure that parents/guardians, students, and staff members are aware of the Student Attendance Policies and Procedures. The process for disseminating this information might include:

- Explaining it to staff members at a meeting;
- Publishing a summary for all parents/guardians;
- Encouraging teachers to discuss it with students;
- Discussing it with families at PTA meetings;
- Publishing a summary in school newsletters or student newspapers; and/or
- Having a copy of the complete policies and procedures available on school websites and other public platforms.

The complete policy #3005 and accompanying procedures are posted on the Calvert County Public Schools website at www.calvertnet.k12.md.us.

B. Electronic and Communication Devices

Policy #3175 – Regarding Cell Phones in Schools

Calvert County Public Schools and its employees are not responsible for the theft, damage, loss, or destruction of cell phones or smartwatches and personal electronic devices brought into school, onto school property, to a school activity or onto a school bus by a student, whether allowed or prohibited.

Students may bring cellular phones/smartwatches to school but are not permitted to bring in other electronic or communication devices (such as personal laptops) because CCPS provides laptops to students in grades 3-12 and iPads for students in grades PreK-2. Calvert County Public Schools believe there are positive and negative aspects of allowing students to have cellular devices/smartwatches on school property. However, based on local and national data, cell phones and smartwatches have the potential to disrupt classroom instruction and the overall school climate. Thus, guidelines are in place to ensure that the possession and use of cell phones/smartwatches by students does not disrupt the learning environment, before and after-school activities, or the safe transportation of students. The expectations for the possession and/or use of cell phones/smartwatches at schools, on the bus, and during other school-sponsored activities (i.e., field trips) are described by student level below.

- The use of a cell phone/smartwatch or personal electronic device to secretly record or intercept a private conversation is a violation of state law. Violations may be reported to the authorities.
- The camera/audio/video function of any device must not be used on school property unless used for instructional and/or academic purposes and with the approval of administration and/or teacher.
- During approved times, phones/smartwatches must not be disruptive, such as loud/explicit/inappropriate music or videos. Sound must only be audible through headphones. Phone conversations are prohibited.
- If there is an emergency, parents/guardians are encouraged to contact the school. All cell phone/smartwatch guidelines, expectations, and discipline consequences apply even if communicating with parents/guardians.
- Personal cell phones/smartwatches must not be used as a hotspot, as this circumvents protections built into our network.
- Smartwatches are required to be turned off throughout the school day and follow all other cell phone guidelines.

Electronic communication devices may not be used in Alternative Education, In-School Intervention (ISI), or In-School Suspension (ISS).

Middle and High School Students

- Students may bring their phone/smartwatch, but once school begins, the device must be powered completely off (not on vibrate or silent mode) and remain in a non-visible, secure location throughout the entirety of each school day.
- Students may use their phone/smartwatch on the bus or school-charted vehicle before and after school, but it must not be disruptive or cause a distraction to the driver at any time. Sound must only be audible through headphones. Phone conversations are prohibited.

Elementary School Students

- Students may only bring their cell phone/smartwatch with a signed CCPS Elementary Student Cell Phone/Smartwatch Registration Form on file at the school.
- Registered cell phones/smartwatches must remain completely powered off (not on vibrate or silent mode) and inside the student's book bag, locker or cubby throughout the entirety of each school day, unless other storage arrangements are made with the teacher.
- Once approved for school, students may use their cell phone/smartwatch on the bus or school-chartered vehicle, but use must not be disruptive or cause a distraction to the driver at any time. Sound must only be audible through headphones. Phone conversations are prohibited.

These conditions do not apply to:

- Approved exceptions to this policy due to medical reasons, 504s, or IEPs. Exceptions must be preapproved according to policy 3175.
- Law Enforcement Officers;
- Visitors for an approved program;
- Staff members employed by Calvert County Public Schools.

Use of Smart (Meta) Glasses

Smart glasses, also known as Meta glasses, are glasses with technological features, similar to cell phones and smartwatches, with embedded video, camera, artificial intelligence (AI), or internet capabilities. Smart glasses with video, camera, or internet capabilities are not allowed for use during the school day. This applies to all students, staff, and visitors on school grounds, in school buildings, and at school-sponsored events.to ensure a safe, distraction-free, and equitable learning environment while safeguarding privacy and instructional integrity. In addition to the below guidelines, current guidelines and restrictions related to the use of cell phones and smartwatches also apply to smart glasses.

1. **Permitted Use for Medical Necessity**
   - Prescription smart glasses may be worn only when medically necessary for vision correction.
   - Parents/guardians must submit documentation from a licensed healthcare provider to the school office.
   - Approved devices must be used solely for vision correction and not for any digital, AI, or recording functions.
2. **Prohibited Uses**

   Smart glasses must not be used for:
   - Recording or photographing students, staff, or facilities.
   - Accessing the internet, social media, artificial intelligence or messaging platforms.
   - Gaming, entertainment, or any non-instructional purpose.
   - Circumventing existing restrictions on cell phones or smartwatches.
3. **Instructional Integrity**
   - Smart glasses are prohibited during instruction, testing, or assessments.
   - Unauthorized use during academic activities will be treated as Academic Dishonesty/Cheating.
4. **Privacy & Surveillance**

- Unauthorized audio, video, or photo recording is a serious breach of privacy and may result in confiscation, suspension, referral to law enforcement, and further disciplinary action.

5. **Storage During the School Day**
   - Unless medically approved, smart glasses must be powered off and stored in lockers, backpacks, or designated areas.
6. **Staff Authority**
   - Staff may inspect smart glasses if misuse is suspected.
   - Confiscated devices will be returned only to a parent or guardian.

C. Responsible Use of Technology

Policy 2718 – Regarding Responsible and Appropriate Use of Computer Systems

Technology plays a vital role in supporting student learning, collaboration, and innovation. To maintain a safe, respectful, and academically honest digital environment, students are expected to use school technology responsibly and in alignment with educational goals. Policy 2718 outlines expectations for appropriate technology use, including protecting personal information, maintaining academic integrity, and avoiding unauthorized or harmful digital activities. By adhering to these guidelines, students help ensure a secure, productive, and ethical learning environment for themselves and their peers. Clear expectations and consequences for misuse emphasize the importance of digital ethics, preparing students to be responsible digital citizens in the classroom and beyond.

1. Unauthorized Downloads and Inappropriate Content – Students are expected to follow district guidelines regarding digital content and online activity. Students are prohibited from:
   - Downloading, installing, or using unauthorized software, browsers, games, or applications.
   - Accessing websites and materials that contain inappropriate, offensive, or harmful content.
   - Gaining unauthorized access to another user's account or manipulating the operating system to bypass district security protocols.
   - Circumventing security measures and content filters, such as downloading unsupported browsers, installing Virtual Private Networks (VPNs) and proxy servers, using remote access tools, or uninstalling preloaded CCPS software. *Please note: Edge and Chrome are the only web browsers that students are permitted to use on CCPS computers.*
2. Protecting Personal Information and Maintaining Online Safety – To ensure a safe and respectful digital environment, students must:
   - Refrain from sharing personally identifiable information online (e.g., SSN, address, phone number).
   - Avoid engaging in cyberbullying, hate speech, or harassment.
   - Report security concerns or inappropriate content to a school official immediately.
3. Avoiding Plagiarism and AI Misuse – Academic integrity is a core expectation. Therefore, students must:
   - Ensure work is original and free from plagiarism by not copying from online sources or using AI-generated content without citing sources and receiving teacher permission.
   - Refrain from using AI tools to create or distribute misleading images, videos, or audio recordings.
4. Maintaining Proper Care of CCPS Devices – Students are responsible for taking reasonable precautions to protect school-issued devices from damage, loss, and theft.

- Devices should be handled carefully, charged consistently, and secured in the student's backpack when not in use.
- Defacing (such as placing stickers, coloring, or painting) or intentionally damaging school computers is strictly prohibited.
- Students must immediately report any damage or malfunction to their teacher so the device can be repaired or replaced. Failure to do so could result in a student financial obligation.

5. Consequences for Misuse of Technology – Violations of these policies may result in disciplinary action. Consequences may include:
   - Student financial obligations.
   - Loss of access to school technology and network privileges.
   - Suspension or other disciplinary measures.
   - Potential legal action in cases of severe violations.

Students and parents are encouraged to read Policy 2718 and Procedure 2718.1 for additional details.

D. Destruction of Property

Destruction or defacing of school property by students will not be tolerated. Students and/or parents/guardians will be financially responsible for such acts. Any student and/or parent or guardian who refuses to reimburse the school for damages can expect the matter to be referred to the Department of Juvenile Justice or District Court as deemed appropriate.

E. Dress

Policy #3170 – Regarding Dress

The Board of Education is committed to providing a safe, inclusive, and nurturing educational environment conducive to student learning. The Board recognizes the right of students to express themselves through their choice of personal attire and affirms that the primary responsibility for a student's attire resides with the student and parents/guardians.

The Board is committed to equitable educational access for all students, and this student dress code does not differentiate based on students' race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, genetic information or age, body type, body size, or personal style.

The Board's values for the student dress code are:

- All students should be able to dress comfortably for school without fear of or actual unnecessary discipline or body shaming.
- Teachers can focus on teaching without the additional and often uncomfortable burden of dress code enforcement.
- Students should not face unnecessary barriers to school attendance.
- Reasons for conflict and inconsistent identification of possible infractions should be minimized whenever possible.

While student dress and appearance are the responsibility of students and their parents/guardians, the Board believes that dress and appearance should not disrupt or interfere with any aspect of the educational process and expects that dress and appearance are consistent with all Board policies.

The student dress code will be implemented equitably regardless of students' race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, genetic information or age, body type, body size, or personal style.

Student attire may not disrupt the learning environment, interfere with the health or safety of any student, nor contribute to a hostile or intimidating atmosphere for any student.

Students may wear attire of their choice that is otherwise not prohibited (see below) and that aligns with their gender, gender expression, or gender identity.

Students may wear religious attire without fear of discipline, discrimination, or bullying.

Students must wear:

- Shirt or top (all shirts and tops must at least cover the student's navel).
- Bottom (for example, pants, sweatpants, shorts, skirt, dress, and leggings).
- Shoes (curricular or activity-specific shoes may be required).

Certain body parts must be covered for each student. Clothes must be worn in a way such that the chest, navel, pelvic/groin area and buttocks are covered with material that is not transparent.

Students are permitted to wear:

- Hats or headwear, as long as the student's face and ears are visible and are not obscured, and the student's identity is not concealed.
- Tank tops (including ones with spaghetti straps), halter tops, and strapless tops.
- Ripped jeans that do not expose undergarments.
- Athletic attire.

Students are not permitted to wear:

- Attire that depicts profanity, hate speech, obscenity, or violence, including by the use of weapons.
- Attire that promotes use of tobacco, drugs, alcohol, or other illegal or harmful products.
- Attire that promotes, implies, or contains sexually suggestive messages.
- Visible underwear or bathing suits.
- Headwear that obscures the face, except as a religious obligation, observation of a religious holiday, or for a school-related activity.
- Attire that depicts gang affiliation.
- Attire that causes or is likely to cause a material disruption, a substantial disorder to school activities or the orderly operation of the school, or an invasion of the rights of others.
- Attire that contains language or symbols that demean an identifiable person or group or otherwise infringes on the rights of others.

- Attire that may be used as a weapon (e.g., chains, dog collars, hats with spikes) or that may cause damage to school property.
- Sunglasses may not be worn inside of the school building unless prescribed by a physician. If sunglasses are prescribed, a medical form must be completed and submitted to the main office.
- Wearable technology (i.e., earbuds, headphones) when it interferes with instruction or student safety.

Middle schools and high schools may establish alternative guidelines for dress codes as they relate to school dances, homecoming, and prom.

F. Drugs and Alcohol

1. Policy #1540 – Regarding Prohibition of Drugs and Alcohol on CCPS Property

The purpose of Policy #1540 is

- To ensure a school environment free of illicit drugs and alcohol that is healthy, safe and conducive to learning and working; and
- To prevent the entry of alcohol and other drugs onto Calvert County Public Schools property.

The Board of Education is compelled to offer and maintain a safe, healthy and positive learning and work environment for all individuals associated with Calvert County Public Schools. Therefore, the Board is committed to a drug and alcohol free school system. The sale, distribution, use, or possession of alcohol, any illegal or illicit drug, and/or any drug paraphernalia is prohibited on school property. Being under the influence of illegal or illicit drugs and alcohol are prohibited on CCPS property at all times. In addition:

- Instructional and awareness programs informing students about the harmful effects of substance abuse will be provided.
- Students with identified drug or alcohol dependence/addiction problems who seek help will be offered assistance.
- All school properties are declared drug and alcohol free.
- Students emitting an odor of drugs or alcohol may be removed from the premises, referred to law enforcement, or both. This includes attendance at extracurricular activities.
- Students may not possess, use, distribute or sell counterfeit drugs, over-the-counter medication, look-alike drugs or prescribed medications, except when possessed and used in accordance with Policy 3900 (School Health Services).
- All persons and organizations who are on school property or are permitted to use school facilities in accordance with CCPS Policy 8120 (Use of School Facilities) must comply with this policy.

2. CCPS Procedures #1540.2 – Procedures Relating to Students

The following is a summary of the Drug and Alcohol Procedures for students. An emphasis has been placed on providing students with an awareness of the harmful effects of substance abuse through instructional programs, awareness activities, and counseling programs. Students are urged to participate positively in these programs and to seek appropriate counseling services for related concerns.

a. The following acts and/or behaviors are prohibited in the buildings and on the property of Calvert County Public Schools:
    - Possession of illegal drugs, alcohol, and counterfeit and look-alike drugs

- Possession of legal drugs, “over-the-counter”, to include but not limited to herbal and homeopathic medication that a student has not been authorized to possess or ingest in accordance with the guidelines in the Calvert County Public Schools medication administration document
- Possession of drug paraphernalia
- Ingesting/inhaling an illegal or unauthorized legal drug or any substance in such a manner that it causes or reasonably will be expected to cause the student to be under the influence of that drug/substance
- Possession of illegal, counterfeit, look-alike, or over-the-counter, to include but not limited to herbal and homeopathic drugs in such quantities that a reasonable inference can be drawn that the student intends or intended to distribute the drugs
- Actual distribution of drugs
- Conduct, from which a reasonable inference can be drawn, that is considered a substantial part of a deal or distribution scheme or conduct that would be a drug-related crime

b. Students found ingesting, inhaling, distributing, or possessing unauthorized drugs (over-the-counter medications such as aspirin, Tylenol, Midol, diet pills, No-Doz, cough syrup, etc.) or other substances will receive consequences as outlined in the Levels of Response section (Section V) of this document.

These rules apply to students who are on school property at any time or in attendance at any school-related or school sponsored activities, including but not limited to, academic competitions, athletic events, field trips and proms. CCPS Policy #1540 defines school property as any Calvert County Public Schools building and/or grounds, and any CCPS leased or owned vehicles, including school buses. For students, this includes any location used for co- or extra-curricular activities, including any field trips.

The complete Drug and Alcohol policy and procedures are posted on the Calvert County Public Schools website at www.calvertnet.k12.md.us.

G. Gang Activity

Policy #1119 – Regarding Gangs, Gang Activity, and Similar Destructive or Illegal Group Behavior

The Calvert County Board of Education is committed to providing learning and work environments free of disruption, obstruction, violence, intimidation, or other behaviors which threaten the safety and well-being of students, staff, volunteers, and visitors.

The Board of Education prohibits gang activity and similar destructive or illegal group behavior on school property and at school-sponsored functions. In addition, the Calvert County Board of Education prohibits gang activity that threatens another individual, a friend, or a family member of an individual with use of physical force or violence to coerce, induce, or solicit the individual to participate in or prevent the individual from leaving a gang.

Finally, an individual may not participate in acts of reprisal or retaliation against other individuals who report gang activity and similar destructive or illegal group behavior or who are victims, are witnesses to such behavior, are bystanders, or have reliable information about an act of gang activity and similar destructive or illegal group behavior on school property and at school-sponsored functions.

H. Harassment, Intimidation, or Bullying

Policy #1118 – Regarding Discrimination

The Calvert County Board of Education is committed to providing an education and work environment that is free from all forms of discrimination. The civil rights of all individuals will be protected in educational programs, co-curricular and extracurricular programming, the workplace, and access to school facilities. The Board of Education is also committed to providing access, as appropriate, to facilities, programs, and/or activities.

The Board of Education does not discriminate on the basis of race, color, religion, sex, age, ancestry or national origin, familial status, marital status, physical or mental disability, sexual orientation, gender identity and expression, or genetic information in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Director of Student Services
Director of Human Resources
443-550-8000

For further information on notice of non-discrimination, visit the Office of Civil Rights Complaint Assessment System at: https://ocrcas.ed.gov or call 1-800-421-3481.

All complaints will be investigated promptly. Students and school personnel may be subject to disciplinary action or consequences for discriminatory behaviors.

The act of bullying, harassing, or intimidating is defined as intentional conduct, including an intentional electronic communication on or off school property, or verbal, physical, or written conduct on school property, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

- motivated by an actual or a perceived personal characteristic including race, color, religion, sex, age, national origin, familial status, marital status, physical or mental disability, physical attributes, socio-economic status, gender identity, sexual orientation or genetic information; or
- threatening or seriously intimidating; and
- occurs on school property, at a school activity or event, or on a school bus; or
- substantially disrupts the orderly operation of a school.

To that end, Calvert County Public Schools will not condone or allow any verbal, written, or physical assault or harassment in any form, including hazing or similar activities. Any activities that humiliate, tease, harass, injure, or potentially injure as part of a ritual belonging to a club, team, or group are strictly forbidden in any form.

Any student or group of students who has a complaint regarding an act of harassment, intimidation, bullying, and discrimination by another student or school employee during school hours, a school-sponsored event, or through an intentional electronic communication should bring the problem to the attention of a school administrator or another adult in the school as soon after the event as possible. The complaint may be oral or written. The Bullying, Harassment or Intimidation Reporting Form may be obtained in the school's main office, guidance office, and other locations determined by the school. An electronic form may be completed and submitted through the CCPS website, and the paper form may also be obtained from the CCPS website at https://www.calvertnet.k12.md.us/district-information/safety-security/anti-bullying. Students in Calvert County Public Schools may report incidents of harassment, intimidation, bullying, and discrimination without fear of harm or retaliation.

Students who have been affected by the conduct prohibited under this policy will be contacted by a school administrator to discuss availability of supportive measures. The school administrator will follow up on a periodic

basis to ensure that all parties are adhering to the interventions designated by the school administrator in response to the incident.

I. Medication in School

1. Procedure #3900.3– Regarding Medication Administration in CCPS

We recognize that there are some students who have medical needs that require prescribed medication during the school day. When this is necessary, medication must be registered with the principal/school nurse (this includes over-the-counter, to include but not limited to herbal and homeopathic medication, which must be taken during the school day). Medication that needs to be given to a student at school must be sent in the original pharmacy container. It may be necessary to ask your pharmacist to fill an extra bottle or container for use at school. Parents/guardians must obtain the School Medication Administration Authorization Form which must be completed and signed by a physician or authorized prescriber and dated on or after July 1 of the current school year. A parent/guardian signature is required on this form and the form must be filed with the school nurse prior to the administration of ALL medication.

Unless a student is authorized to possess medication by *Procedure 3900.4* Regarding Use of Asthma Drugs and Related Medication, a student may not transport medication to school.

2. Procedure #3900.4 – Regarding Use of Asthma Drugs and Related Medications in CCPS

Calvert County Public Schools has established a set of procedures (#3900.4) authorizing a student to possess and self-administer an inhaler or other emergency medication prescribed in writing by a health practitioner for airway-constricting disorders while on school property.

The parent/guardian must authorize the possession and self-administration of the asthma inhaler or other emergency medication for the student.

a. Authorization to Possess and Self-Administer

i. In order to possess and self-administer an inhaler or other emergency medication authorized by this policy on school property, the student must have a health care plan and/or emergency care plan (ECP) on file in the school health room. The health care practitioner's order may serve as the health care plan.

ii. The health care practitioner must indicate on the School Medication Administration Authorization Form that the student must carry the prescribed medication at all times. The parent or guardian must sign this form. The school nurse must sign this form verifying the skill level for self-administration.

iii. The school nurse will provide the list of students authorized to carry medication to the Supervisor of School Health and the school principal.

iv. The student must carry a copy of the health care practitioner order at all times.

v. The health care practitioner order must be maintained in the student's educational record at school.

vi. The health care practitioner order must be renewed annually.

b. Assessment

i. A student's parent or guardian must have written verification from the student's health care provider confirming that the student has the knowledge and skills to safely possess and self-administer the medication.

ii. The school nurse shall assess the student's ability to demonstrate the skill level necessary to ensure proper and effective use of the medication in school.

iii. If the student uses any emergency medication during the school day, the student is responsible for reporting to the school nurse as soon as possible. The nurse will determine the effectiveness of the medication.

c. Safe and Healthy Environment

i. The parent/guardian must provide back-up medication to be kept in the Health Suite to ensure continued administration of the medication in the event that the student has forgotten his/her medication.

ii. A student may be subject to disciplinary action if the student does not use the medication in a safe and proper manner. A meeting will be held with the school nurse, parent/guardian, and school administrator to review the health care plan yearly.

J. Smoking and Tobacco Use

1. Policy #1530 – Regarding Tobacco Free Schools

In keeping with its interest in maintaining a safe and healthy environment for students, staff and visitors, the Board of Education of Calvert County is committed to providing a tobacco-free school environment. Policy #1530 is set forth to prohibit the sale and use of tobacco products by any individuals in any form on Calvert County Public Schools property and to prohibit the possession of tobacco and tobacco products by students on Calvert County Public Schools property. This includes any location used for co- and extra-curricular activities, including any field trips.

2. CCPS Procedure #1530.1 – Regarding Tobacco Free Schools

Prohibitions

- The distribution, sale and/or use of tobacco or nicotine delivery devices by any individual are prohibited on school property.
- Individuals may not sell or use tobacco, tobacco products, and/or nicotine delivery devices during the discharge of official CCPS duties at locations off CCPS properties when they have direct responsibility for the supervision of students.
- Students may not possess tobacco and tobacco products on Calvert County Public Schools property. This includes any location used for co- and extra-curricular activities, including any field trips. Tobacco products include, but are not limited to, cigarettes, smokeless tobacco, smokeless and nicotine delivery devices, matches, lighters, rolling papers, cigars and pipes.
- School administration or safety advocates will confiscate tobacco products or paraphernalia, including but not limited to nicotine delivery devices.

- Parents/guardians will be notified of the confiscation and will be given seven (7) calendar days to pick up the product or paraphernalia unless otherwise directed by the parent/guardian to immediately destroy the item.
- If materials are not picked up at the conclusion of the seven (7) calendar days, they will be destroyed.

K. Vaping

The safety and well-being of our students is of the utmost importance to our school community and continuing to maintain a heathy learning environment is critical to students' success. The Center for Disease Control states that the use of vaping products is unsafe for kids, teens, and young adults. While most vaping products contain nicotine, it is known that nicotine is highly addictive and can harm adolescent brain development. The pods used in vaping products can contain other harmful substances besides nicotine. Experts are finding that the use of vaping products has long-term negative health effects on the heart, lungs and other organs. (Retrieved from **E-Cigarettes (Vapes) | Smoking and Tobacco Use | CDC www.cdc.gov/tobacco/e-cigarettes/index.html.**

Calvert County Public Schools has seen an increase in vaping products that contain illegal drugs and chemical mixtures that have caused extreme reactions in students. Therefore, any possession and use of an electronic device to inhale substances into one's body, regardless of its contents, is prohibited on school property and at any school function.

School administrators will confiscate vapes and follow additional procedures, as outlined in CCPS Procedure #1530.1, for devices that contain substances other than nicotine. Specifically, the device may be turned over to law enforcement if it contains substances other than nicotine.

Disciplinary actions for the use of a device that contains a substance, other than nicotine, will be considered vaping and actions will be in accordance with what is outlined in the levels of response.

L. Textbooks and Materials

Parents or guardians will be informed at the beginning of each school year about the expectations relative to the care of textbooks and materials assigned to the student.

Parents or guardians of students who have lost, damaged, and/or destroyed a textbook or materials will be financially responsible for the replacement of the textbook or materials. The school principal or his/her designee will be responsible for billing the parent or guardian for the replacement cost of books or materials.

M. Transportation

CCPS Procedure #4201.5 –Regarding Student Transportation Administrative and Operational Guidelines

For the purpose of this Students' Rights, Responsibilities and Code of Conduct, school buses/vehicles, when they are in use for official school business, are considered school property and are within the jurisdiction of Calvert County Public Schools. Students riding school buses/vehicles, when they are in use for official school business, are subject to all of the rules in the Students' Rights, Responsibilities, and Code of Conduct**.** The following "school bus rules" are in addition to all other expectations outlined in this book. Therefore, consequences for violations of school policies while on school buses/vehicles may include, but are not limited to, suspension of riding privileges. Violations taking place on a student's last day of attendance for the school year can have consequences assigned the following school year.

Refer to the section on Electronic and Communication Devices (Section B) for guidelines on cell phone/smartwatch use on a bus or school-chartered vehicle.

Inappropriate behavior may result in a serious situation if it occurs on a school bus in motion. In order to enhance the safe and orderly environment while transporting students, Calvert County Public Schools has the additional security measure of audio-video (A-V) surveillance equipment installed on buses. These A-V systems**,** which may record images and sound, may be placed on any bus in the school bus fleet, *and* can improve the safety and comfort of all students by acting as a deterrent for the few who may make inappropriate or irresponsible decisions.

Please note that virtually every contracted school bus used on the daily routes may have A-V surveillance equipment in operation. A-V recordings may only be viewed by the appropriate school officials with the approval of the Director of Transportation. School officials may include school-based administrators, Transportation Department administrators, Student Services Department administrators, and other staff deemed necessary and have a legitimate educational interest. This is done to protect the confidentiality of all students.

The driver is in charge of the school bus except when a teacher, coach, or chaperone is present. The driver of the bus is required to assign students to specific seats. The driver is also required to report misconduct to the school principal or designee. The driver may suspend a student's riding privileges for one day for misconduct on the bus provided that he/she notifies the student, the student's guardian, and school officials as required.

1. School Bus Rules

a. Except for ordinary conversation, classroom conduct is expected.

b. Cell phone/smartwatch use with headphones/earbuds is permitted before and after school.

c. Be courteous and respectful of driver and all passengers; use no profane, abusive language, or hate speech. Bullying or harassing behaviors are unacceptable.

d. Do not drink, eat, or chew gum on the bus.

e. Keep the bus clean.

f. Enter and leave the bus through the front door. Rear doors are to be opened for emergency only.

g. Keep the aisle clear.

h. Do not damage or deface any part of the bus. Students and/or parents/guardians must repay the cost of repairing any damage and/or the student will be prosecuted.

i. The use of tobacco, nicotine delivery devices, and vaping is prohibited on the bus.

j. Stay seated in the seat assigned by the driver. Nose and toes must be facing the front windshield.

k. Do not extend any part of the body out of the bus window at any time.

l. Do not discard any objects out of bus window at any time.

m. Do not launch, toss, or throw any objects on the bus at any time.

n. Do not spray any perfume, cologne, deodorant, etc. on the bus.

2. Student Behavioral Expectations

Students are expected to follow all school bus rules and operational guidelines. Riding in a vehicle provided by the school system is a privilege and the violation of any of these guidelines could result in disciplinary consequences as outlined in the Calvert County Public Schools Student Rights, Responsibilities and Code of Conduct

a. Misconduct includes

- Loud or boisterous language;
- Eating, drinking, or chewing gum;
- Standing or changing seats;
- Disrespect.

b. Serious Misconduct includes:

- Behavior that is disruptive and distracting to the driver, including misuse of cell phone/smartwatch;
- Insubordination;
- Fighting on the bus;
- Throwing objects from/on the bus;
  - Students could face fines as described in state law regarding littering
  - Criminal charges can be brought if the object thrown inflicts or causes personal or property damage
  - Students will be held responsible to pay the cost of any damages incurred *pursuant to* § 6-302 of the *Criminal Law Article of the Annotated Code of Maryland*
- Placing any body parts out of the window while the bus is in motion;
- Damaging the bus;
- Using hate speech or foul/abusive language.

3. Disciplinary Action

If at any time a student's behavior endangers the safety and welfare of the other people on the bus, appropriate action will be taken based on the Levels of Response (Section V) of this document.

N. Weapons on School Property

1. Policy #1515 – Regarding Weapons in CCPS

Weapons and look alike weapons pose a threat to the safety or perceived safety of individuals on school property and can disrupt the educational process. The Board of Education is committed to providing a safe and weapon-free environment. To that end, Calvert County Public Schools will inform the public, including Calvert County Public Schools employees and students, that no person, unless otherwise authorized by law or by the Superintendent or his/her designee, shall carry or possess a weapon or a look alike weapon of any kind on school property.

A weapon is defined as any object which reasonably could cause or be used in such a way as to cause physical harm or injury to a person. Weapons shall include, but are not limited to, the following: any firearm of any kind, whether loaded or unloaded, operable or inoperable; knives; straight razors or razor blades; spiked objects; metal knuckles; nunchaku; explosive devices; chemical mace; tear gas; pepper spray; or stun guns. A look a-like weapon is defined as any item that resembles or appears to be a weapon, even if it is not functional or intended to cause harm, such as toy guns, replica firearms, and other objects designed to imitate real weapons. Section 4-102 of the *Criminal Law Article of the Annotated Code of Maryland* stipulates that a person may not carry or possess a firearm, knife or deadly weapon of any kind on public school property, except as provided by law. A person in violation of this provision is guilty of a misdemeanor and on conviction is subject to imprisonment not exceeding 3 years or a fine not exceeding $1,000.00 or both.

If the violator of this policy is a student of Calvert County Public Schools, the procedures for enforcing the violation of this policy are outlined below.

2. Procedures for Students in Possession of a Weapon

a. Discipline of Students with Disabilities

The discipline of a student with a disability, including the suspension, expulsion, or interim alternative placement of the student for disciplinary reasons, shall be conducted in conformance with the requirements of the Individuals with Disabilities Education Improvement Act. Procedures that are set forth in COMAR 13A.08.01.11 and COMAR 13A.08.03.03 will be followed as they apply to students with disabilities.

b. If a student possesses a firearm on school property, the student will be expelled for a minimum of one calendar year.

c. Any student who uses or is in possession of a weapon, other than a firearm, on school property may be expelled from Calvert County Public Schools**.**

d. When a weapon or look-alike weapon is found on school property, school administration will immediately notify the Calvert County Sheriff's Office (CCSO), via the School Resource Officer (SRO). If the SRO is unavailable, the SRO Supervisor or CCSO headquarters will be notified, Additionally, the School Safety Advocate will be notified.

e. If the principal or his/her designee determines that a student has in his/her possession or has used a weapon, other than a firearm, on school property, the principal:

i. Will suspend the student from school or place the student in ISS for 1-10 days.

ii. May complete a Request for Extension of Suspension or Expulsion Form (Form PS-2), and forward it to the Director of Student Services and the Superintendent of Schools;

iii. May request police assistance;

iv. Will make every reasonable effort to notify the parent or guardian in a timely manner.

v. May remove the student from the school setting as quickly and safely as possible without endangering the school's population;

vi. Will notify the Superintendent and Director of Student Services as soon as administratively possible; and

vii. Will file a written report with the Director of Student Services within 24 hours.

f. Look alike Weapons Possession by Students

If a principal or his/her designee determines that a student is in possession of a look- alike weapon on school property, following an investigation and depending on the nature of the incident, the following consequences may occur:

i. Will warn the student and use as a teachable moment

ii. May place student in ISS or ISI

iii. May suspend from school for up to 10 days

iv. May complete a Request for Extension of Suspension or Expulsion Form (Form PS-2), and forward it to the Director of Student Services and the Superintendent of Schools

The school will make every reasonable effort to notify the parent or guardian in a timely manner.

3. Firearms

IF A STUDENT POSSESSES A FIREARM ON SCHOOL PROPERTY, THE STUDENT WILL BE EXPELLED FOR A MINIMUM OF ONE CALENDAR YEAR.

FIREARM is defined as:

- Any weapon defined in Federal and/or State Law (as amended).
- Any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive;
- The frame or receiver of any weapon described above;
- Any weapon which may be readily converted to expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter;
- Any combination of parts either designed or intended for use in converting any device into any destructive device described above, and from which a destructive device may be readily assembled.

V. LEVELS OF RESPONSE: WHAT ARE THE CONSEQUENCES WHEN I BREAK THE RULES?

On January 28, 2014, the Maryland State Board of Education adopted amended regulations and new regulations of COMAR 13A.08.01 General regulations that pertains to student discipline in Maryland Public Schools. The changes in regulations are designed to keep students in school and continue to progress towards graduation while strengthening school safety. These regulations ensure local school systems to adopt policies that relieve long term use of school suspensions and expulsions, and use such actions only when a student is involved in chronic or extreme disruptive behaviors.

Maryland law requires school systems' discipline regulations to include restorative approaches. Calvert County Public Schools sets expectations for safe, respectful, and positive learning environments. We believe that every person is a valued member of the school community and is expected to contribute to creating and maintaining safe and orderly environments. CCPS practices leveled behavior responses and intervention practices that are educational, restorative, and rehabilitative, and support keeping students in their regular academic program to the greatest extent possible. CCPS behavior intervention strategies model a restorative relationship-focused approach that provides students with opportunities to learn from their mistakes, correct harm that results from their behavior, and restore relationships and community. When the learning environment is disrupted, educational leaders seek to understand and appropriately respond to restore the learning environment. Appropriate de-escalation responses are used as a first response.

Restorative approaches are proactive and preventative and focus on setting clear behavior expectations and responding to behavior that violates these expectations. The response continuum focuses on accountability for harm done by the behavior by addressing the impact on the overall community, and repairing the affected relationships.

Restorative Practices may be used at any of the response levels and is about strengthening social connections between individuals and building a sense of community. It is an avenue to help address conflict through using affective statements, questions, circles, and conferences. It gives students the opportunity to safely express their emotions on how they feel as a result of someone's actions or a situation. This permits students to accept responsibility for their actions and how they impact each other.

A student who violates policies may also be required to participate in appropriate education interventions and/or counseling designated by the principal or school administrator and designed to increase his or her understanding of the offense and its impact on others.

Below is a list of definitions as defined by the regulations:

Expulsion – The exclusion of the student from the student's regular school program for 45 school days or longer.

Extended Suspension – The exclusion of a student from a student's regular program for a time period between 11-45 school days.

Long Term Suspension – The removal of a student from school for a time period between 4-10 school days for disciplinary reasons by the principal.

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

In School Suspension – The exclusion within the school building of a student from the student's regular education program for up to but not more than 10 school days for disciplinary reason by the school principal.

In the event a student is serving a long term or extended suspension and/or expulsion from school, educational services will be provided through access to daily classwork and assignments. Students who are serving suspensions will have the opportunity to complete the academic work they missed during the suspension period without penalty. A designated staff member from each school will follow up to ensure that the student is progressing on the assignments.

It is important to note that unacceptable behavior toward school personnel will not be tolerated whether on school property, in the community, or through intentional electronic communication. Examples of conduct that may occur off school premises which may result in disciplinary action by school officials may include, but are not limited to, destruction of property, verbal and written threats, and physical assault/attacks.

Levels of Response

To maintain a safe school environment, schools must respond when students fail to meet certain standards of conduct. CCPS operates on the premise of Progressive Discipline. Progressive Discipline is defined as a range of consequences for violation of behavioral standards which provides the foundation for Calvert County Public Schools disciplinary actions. Student discipline is applied at the lowest level commensurate with the action or behavior that precipitated the intervention. A balanced approach in determining the interventions and/or consequences to be used is based on an assessment of the situation and a continuum of disciplinary standards. A student may be suspended for any action that is considered disruptive and/or detrimental to the operation of the school. If the offense is serious or illegal in nature, it may warrant a suspension on the first offense.

Considerations for Response to Violations of Behavior and Discipline Policies:

CCPS employees have the responsibility for taking appropriate actions when a student is involved in a situation that disrupts the learning environment of a school. When determining the consequences, they take the following into consideration:

- The severity of the incident.
- A student's previous violations and/or responses for the same or a related offense.
- Whether the offense interfered with the rights/privileges/responsibilities/property of others.
- Whether the offense posed a threat to the health or safety of themselves or others.
- Whether the student has an Individualized Education Plan {IEP), 504 Plan, or Behavioral Intervention Plan.

- The age-appropriateness of the consequence.
- Whether the student's actions were intentional.
- The potential for criminal charges.
- Any specific responses articulated in CCPS Board of Education Policies.

Interventions are NOT listed in a particular order. Student discipline is applied at the lowest level commensurate with the action or behavior that precipitated the intervention. A balanced approach in determining the interventions and/or consequences to be used is based on an assessment of the situation and a continuum of disciplinary standards. Students who violate behavior expectations may be required to participate in appropriate education interventions and/or counseling designated by the principal or school administrator and designed to increase his or her understanding of the offense and its impact on others.

Student behaviors may be referred to law enforcement as applicable.

Level 1 Response:

These responses are designed to teach appropriate behavior so students behave respectfully, can learn, repair harm, and contribute to a safe environment. Administrators and teachers are encouraged to try a variety of classroom management strategies.

Interventions:

- Parent/Guardian Contact
- Student Conference
- Teacher/Parent/Guardian conference
- Loss of school privileges/extracurricular activities
- Restitution
- Behavior contract
- Behavior Intervention
- Classroom-based responses
- Conference with Counselor
- Lunch Detention
- Drug Intervention/ Prevention Program Referral
- Community Conferencing/Peer Mediation
- Restorative Practices
- Confiscation of cell phone/smartwatch/electronic device
- Skill building with Student Services staff
- Time and space provided (in or out of class) for de-escalation and/or to receive additional support

Level 2 Response:

These responses are designed to teach appropriate behavior so students behave respectfully, can learn, repair harm, and contribute to a safe environment. Many of these responses engage the student support system and are designed to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledge potential implication for future harm while still keeping the student in school.

Interventions:

- All previous level interventions can be combined with Level 2 interventions
- Removal from the classroom
- In-school intervention or ISS
- Removal from bus
- Detention
- Saturday School (where available)
- Removal from extracurricular activities
- Referral to SST
- Functional Behavioral Assessment
- Restricted use of cell phone/smartwatch
- School-based mentoring
- Individualized social-emotional skill instruction (SEL)
- Referral to health/mental health services

Level 3 Response:

These responses engage the student's support system to ensure successful learning and to alter conditions that contribute to the student's inappropriate or destructive behavior. These responses aim to correct behavior and repair harm by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior.

Interventions:

- All previous level interventions can be combined with Level 3 interventions
- Short-term suspension, 1-3 days
- Suspension of computer privileges
- Require parent/guardian pick-up of cell phone/smartwatch

Level 4 Response:

These responses address serious behaviors while keeping the student in school or where necessary due to the nature of the behavior or potential implications for future harm, remove a student from the school environment. They promote safety of the school community and repairing harm by addressing self-destructive and dangerous behavior.

Interventions:

- All previous level interventions can be combined with Level 4 interventions
- Regional Alt Ed or County Alt Ed Program
- Behavioral Plan
- Long-Term Suspension – possible disciplinary conference in Student Services, 4-10 days
- Police contacted, possible student arrest (where applicable)
- Restrict cell phone/smartwatch from school property

Level 5 Response:

These responses promote the safety of the school community and repairing harm by addressing self-destructive and dangerous behaviors.

These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services.

Interventions:

- All previous level interventions can be combined with Level 5 interventions
- Extended suspension or expulsion (disciplinary conference in Student Services), 11-45 days

Level 6 Response:

This response is as a result of possession of a firearm on school property or school sponsored event; removes the student from the school environment for one calendar year.

Interventions:

- Expulsion for one calendar year.

LEVELS OF RESPONSE FOR STUDENT BEHAVIOR

KEY: USE LOWEST LEVEL INDICATED FIRST IF APPLICABLE

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6
Teach appropriate behavior by trying a variety of classroom management strategies.	Engage the student support system and aim to correct behavior by stressing its severity. May include exclusion (removal to another location) within the school building (i.e., ISS).	Short-term removal of a student from the classroom.	Long-term removal of a student from the school environment.	Removal of a student from the school environment for an extended period of time and/or the placement of the student in a safe environment that provides additional structure and services.	Remove a student from the school environment for a period of one calendar year.

STUDENT BEHAVIOR AND ASSOCIATED LEVELS

***Indicates that behavior is referred to Law Enforcement when applicable**

STUDENT BEHAVIOR	DEFINITION	LEVEL RANGE
Academic Dishonesty/Cheating	Academic dishonesty through cheating, copying, forging signature of teacher and/or parent/guardian, plagiarizing, altering records, unauthorized use of digital or AI-generated materials, sharing of local, state, or federal test information, or assisting another in such actions.	1-4
Alcohol	Under the influence of alcohol Using/possessing alcohol Distributing/selling alcohol	2-5*
Arson/Fire	Attempting to, aiding in, or setting fire to a building or other property.	3-5*
Attack on Adult - Physical Attack/Assault on a Community Member	Physically pushing, hitting, or otherwise attacking a member of the community while on school grounds or at a school-sponsored event.	1-5*
Attack on Adult - Physical Attack/Assault on a Teacher/Staff	Physically attacking an employee of the school system, including striking a staff member who is intervening in a fight or other disruptive activity.	3-5*
Attack on Student - Physical Attack/Assault on a Student	Physically pushing, hitting, or otherwise attacking another student.	1-5*
Bias Behaviors	Bias-related behavior broadly encompasses actions that may involve the use of images, language, or behaviors that directly or indirectly demonstrate racism, hostility or contempt toward a person or group on the basis of actual or perceived identity.	2-5*

STUDENT BEHAVIOR	DEFINITION	LEVEL RANGE
Bomb Threats/False Alarms	The conveyance of threats or false information concerning the placement of explosive or destructive substances, and/or initiating a report warning of a fire or other catastrophe without cause.	4-5*
Bullying	Intentional conduct, including an intentional electronic communication on or off school property, or verbal, physical, or written conduct on school property, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being. 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). Utilizing AI-generated content to harass, intimidate, or bully any member of the school community.	1-5*
Class Cutting/Truancy	Unlawfully absent from school or classes for a school day of a portion of the school day without parental consent.	1-2
Cyberbullying	Intentional conduct, including an intentional electronic communication on or off school property, or verbal, physical, or written conduct on school property, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being. Cyberbullying is bullying that takes place over digital devices like cell phones, smartwatches, 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.	1-5*
Defamation	Any intentional false communication, either written or spoken, that harms a person's reputation; decreases the respect, regard, or confidence in which a person is held; or induces disparaging, hostile, or disagreeable opinions or feelings against a person. Using AI tools to create, share, or disseminate content that misrepresents or falsifies an individual's actions, speech, or appearance without their consent. This includes, but is not limited to, deepfakes and other manipulated media.	3-4
Destruction of School Property/Vandalism	Damage, destruction, or defacement of property belonging to the school or others.	1-5*

STUDENT BEHAVIOR	DEFINITION	LEVEL RANGE
Disrespect	Inappropriate comments, insubordination, or physical gestures to teachers or staff members or others.	1-4
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 serious behavior that distracts from 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.) Behavior which interferes with the learning of others in a classroom or other learning environment.	1-5*
Dress Code Violations	Failure to comply with guidelines governing attire as outlined in this Students' Rights, Responsibilities and Code of Conduct.	1-2
Drugs / Controlled Substances	Unauthorized use / possession of non-illegal drugs or look a-likes	2-3*
Drugs / Controlled Substances	Being under the influence of illegal drugs Using / possessing illegal drugs Distributing / selling non-illegal and/or illegal drugs	3-5*
Electronic and Communication Devices (Including Cell Phones/Smartwatches)	The inappropriate use of a device designed to take photographs or videos, play music, or play games on school property during the regular school day or using any portable electronic instrument which may be used for the purpose of sending and/or receiving messages. This also includes unauthorized use of cell phones/smartwatches.	1-4
Elopement	Leaving a supervised area without permission.	1-5
Extortion	The process of obtaining property from another, with or without the person's consent, by a wrongful use of force, fear, or threat.	3-5*
Fighting	A physical confrontation involving two or more students.	3-5*
Gambling	To play a game for money or property; betting.	1-2
Gang Activity	Anti-social and/or gang activities including the commission of, attempted commission of, conspiracy to commit, or solicitation of two or more crimes or acts by a juvenile that would be an underlying crime if committed by an adult.	4-5*
Gross Disrespect	Inappropriate comments or physical gestures of a serious nature including, but not limited to, profanity and vulgarity.	2-4

STUDENT BEHAVIOR	DEFINITION	LEVEL RANGE
Harassment	Intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is: ▪ Motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or, ▪ Threatening or seriously intimidating; and, ▪ Occurs on school property, at a school activity or event, or on a school bus; or, ▪ Substantially disrupts the orderly operation of a school. Harassment includes actual or perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability. It also includes utilizing AI-generated content to harass, intimidate, or bully any member of the school community.	1-5*
Hazing	Any activity that recklessly or intentionally endangers mental health, physical health or safety of a student for the purpose of initiation or membership in or affiliation with any group or organization.	1-5*
Inciting/Participating in a Disturbance	Causing or contributing to a disruption to the atmosphere of order and discipline in the school necessary for effective learning, other than classroom disruption.	1-5*
Indecent Exposure	Exposure of the private parts of the body in a lewd or indecent manner in a public place.	3-5*
Inhalants	Under the influence of inhalants Using/possessing inhalants Distributing/selling inhalants	2-5*
Internet/Computer Misuse	Accessing, communicating, or creating inappropriate and/or profane information. Deliberately interfering or disrupting system performance.	1-5

STUDENT BEHAVIOR	DEFINITION	LEVEL RANGE
Intimidation	Intentional conduct, including an intentional electronic communication on or off school property, or verbal, physical, or written conduct on school property, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being. 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. Utilizing AI-generated content to harass, intimidate, or bully any member of the school community.	1-5*
Laser Pointer Use or Possession	To have or use an object which projects a laser beam.	1-5
Look Alike Weapon	Any implement, visible or concealed, possessed under a circumstance that would reasonably lead a person to believe it was a weapon or would be used as a weapon.	1-5*
Misuse of 911	Call when there is no emergency; false reporting.	4-5*
Other Inappropriate Behaviors	Any other behaviors that may interfere with the safety of persons or property.	1-5*
Pornography	Written, drawn, printed, photographic or video materials that are obscene, vulgar, and that may be offensive or disruptive may not be produced, possessed, distributed or shown to other individuals on school property, on school buses, or during school-sponsored activities. Students may not possess, distribute, or show pornographic materials.	2-4*
Possession of a Firearm	Any weapon defined in § 921 of Title 18 of the United States Code; any weapon which will, or is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any weapon described above; any weapon which may be readily converted to expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter; or any combination of parts either designed or intended for use in converting any device into a destructive device described above, and from which a destructive device may be readily assembled.	6*
Possession of Other Guns	Other guns of any type, loaded or unloaded, operable or inoperable, including any object that a reasonable person would believe is a gun other than a firearm (i.e. BB Gun, Pellet Gun, etc.).	3-5*
Possession of Weapons or Chemical Defense Device	Possession of any instrument or device which could cause or is intended to cause bodily harm.	3-5*

STUDENT BEHAVIOR	DEFINITION	LEVEL RANGE
Possession, Use and/or Threat to Use Fireworks, Explosives, or Bullets	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.	2-5*
Public Display of Affection	Improper touching, hugging, kissing and/or engaging in inappropriate social behavior.	1-2
Refusal to Obey School Policies	Failure to comply with school rules, regulations, policies, and/or procedures.	1-3
Sexting	The use of a cell phone/smartwatch or other electronic device to distribute pictures or video of sexually inappropriate images. It can also refer to text messages of a sexual nature.	2-3*
Sexual Activity	Inappropriate behavior of a sexual nature including consensual sexual activity.	2-5
Sexual Attack	Intentionally engaging in behavior towards another that is physically, sexually aggressive.	3-5*
Sexual Harassment	Unwelcome sexual advances. Requests for sexual favors, and/or other inappropriate, unwanted verbal, written, or physical conduct of a sexual nature, directed toward others that unreasonably interferes with or creates a hostile or intimidating work or educational environment.	2-5*
Smoking and Tobacco Use	The possession, sale, and/or use of tobacco or tobacco products in any form.	2
Stalking	A malicious course of conduct that includes approaching or pursuing another person with the intent to place that person in a reasonable fear of serious bodily injury or death.	3-5
Tardiness	Late to school or class (refer to school's handbook).	1-2
Theft	Taking or obtaining property of another without permission.	2-5*
Threat to Adult - Staff or Community Member	Threatening or aggressive language, gestures or intentional electronic communication (verbal, physical, and/or written) directed toward a staff member or community member while on school grounds or at a school-sponsored event.	1-5*
Threat to Student	Threatening or aggressive language, gestures or intentional electronic communication (verbal, physical, and/or written) directed toward a student while on school grounds or at a school-sponsored event.	1-5*
Trespassing	Unauthorized presence on school property.	3-5*

STUDENT BEHAVIOR	DEFINITION	LEVEL RANGE
Unauthorized Sale or Distribution of Items Not Otherwise Specified	Unapproved sale or distribution of items not approved for school use and/or possession.	1
Vaping	The use, possession, distribution, or selling of vaping products.	2-5*

VI. ELECTRONIC DISCIPLINE REFERRAL PROCESS

To ensure consistency, efficiency, and transparency in managing student behavior, all CCPS schools will use an electronic system for reporting and processing student discipline referrals. The electronic process supports timely communication and helps maintain accurate records.

- Electronic Referral System: Staff will submit referrals electronically to report student discipline incidents using a discipline referral form available in the district's Student Information System.
- Parent/Guardian Notification: A school administrator will contact the parent/guardian as soon as possible during the review and processing of a student referral. A printed copy of the referral will be provided to the student once it has been processed. Parents/Guardians will also receive a copy to ensure they are informed and can support their child appropriately.
- Staff Notification: Administrators will follow district guidelines to notify the staff member who submits a referral of its status and/or outcome.

VII. WHAT ARE THE PROCEDURES FOR SUSPENSIONS AND EXPULSIONS?

Policy #1112 – Regarding Student Discipline

The Calvert County Board of Education believes that safe and orderly schools with maximal educational benefits for all students require the maintenance of acceptable standards of student conduct. To help maintain a safe, supportive, and positive learning environment, progressive discipline will be used. Inherent in the progressive discipline process is the necessity for school personnel to help the student solve conflicts by building a community and addressing the harm that has occurred, learn from his or her experience and modify the behavior that initiated the discipline.

The use of corporal punishment is prohibited.

A student may be suspended for any action that is considered disruptive and/or detrimental to the operation of the school. If the offense is serious or illegal in nature, it may warrant a suspension on the first offense.

Electronic communication devices (cell phones/smartwatches) are not permitted in In-school intervention (ISI) or In-school suspension (ISS). Students must adhere to individual school and classroom procedures. Devices used in a manner disruptive or distracting to the individual learning, classroom, or school environment may be confiscated, require parent/guardian pick-up, restricted from school property, and/or lead to consequences as outlined in the Students' Rights, Responsibilities and Code of Conduct.

In-school intervention (ISI) differs from ISS. During ISI, the student receives direct instruction and special education services (where applicable) to enable the student to continue to participate in the general education curriculum. The special education services can be provided in the ISS/ISI room or the student may be permitted to participate in the setting designated on his/her IEP. The special education services provided can be provided by a special education

teacher, general education teacher, or instructional assistant under the direction of a special education teacher. The services may not necessarily be hour for hour as the student is receiving one-on-one instruction so the direct instruction may not require the length of time indicated on the IEP.

A. In-School Suspension

In-School Suspension is designed primarily as an alternative to Out-of-School Suspension for students who have violated school policies and procedures concerning student behavior and conduct.

The goals of the In-School Suspension Program are:

1. To serve as a consequence for students who violate school or school system policy and procedure;
2. To serve as a deterrent to undesirable student behavior;
3. To provide an opportunity for students to remain current in class assignments; and
4. To provide an opportunity for students to attend school.

Standards for students serving In-School Suspension:

1. A behavior sheet will be maintained on all students in the ISS Program. Negative points may result in the assignment of additional days beyond the original placement.
2. Students will not be permitted to participate in or attend extracurricular activities during their second or subsequent placements in ISS.
3. If a student is absent on the day ISS is assigned, the day will be served upon the student's return to school.

B. Out-of-School Suspension and Expulsion

Maryland School Law empowers the principal of a school or the principal's designee to suspend a student for improper conduct. In those instances when the behavior of a student is disruptive and/or detrimental to the operation of the school, the student may be suspended. *COMAR 13A.08.01.11.*

Suspensions and Expulsions for Students in Pre-K through Grade 2

Maryland's law and regulations prohibit suspensions and expulsions for students in Pre-K through Grade 2 except under certain circumstances. Maryland's policy is to provide interventions and support to address the underlying issues of student behavior, particularly for younger students. Suspension or expulsion should be a last resort and should only be considered in the case of an imminent threat of serious harm to others.

Suspension of Students with Disabilities:

The discipline of a student with a disability, including the suspension, expulsion, or interim alternative placement of the student for disciplinary reasons, shall be conducted in conformance with the requirements of the Individuals with Disabilities Education Improvement Act. Procedures that are set forth in *COMAR 13A.08.01.11* and *COMAR 13A.08.03.03* will be followed as they apply to students with disabilities.

Administrative Procedures for Out-of-School Suspension and Expulsions

The public school law of the State of Maryland concerning suspensions is as follows:

1. **Suspensions for Not More Than 10 Days**

The principal of every public school in Maryland, in accordance with the policies and procedures of the County Board of Education, shall have the right to suspend, for cause, any student in the school under the direction of said principal for a period of not more than 10 school days. The principal or his/her designee determines when a student should be suspended and the length of the suspension up to, but not more than, 10 school days.

Procedures for suspension for not more than 10 school days:

- The student is given an opportunity to learn what he or she is accused of doing and given the chance to offer an explanation.
- If a suspension for 10 days or less is warranted, the principal informs the student of the suspension and the reason for it.
- The principal or his/her designee prepares a "Notification of Pupil's Suspension" form. One copy is given to the student, one copy is mailed to the parent or guardian, one copy is filed in the student's cumulative folder in the school, and one copy is forwarded to the Director of Student Services.
- The principal makes every reasonable effort to notify the parent or guardian by telephone and/or in person of the student's suspension and of the reason for it. If these efforts are unsuccessful, the mailing of the notification is deemed sufficient.
- If the parent/guardian cannot be reached by telephone or in person, the effective time of the suspension shall be at the end of the school day. In the meantime, the student may be placed in ISS but must remain at school under supervision. If the behavior of the student is, in the judgment of the principal, harmful to himself or others, the principal will request assistance from the appropriate persons and/or law enforcement personnel to affect the student's removal from the school building.
- Before a student is readmitted to school from a suspension, the parent/guardian must confer with the appropriate school administrator.

2. **Suspension for More Than 10 Days**

Procedures for suspensions for more than 10 school days:

- The student is given an opportunity to learn what he or she is accused of doing and given the chance to offer an explanation.
- If a suspension of more than 10 days is deemed appropriate, the principal informs the student of the suspension and the reason for it and immediately reports the request for an extended suspension or expulsion to the local superintendent or his/her designee.
- The local superintendent or his/her designee promptly verifies the appropriateness of an extended suspension.
- The principal or his/her designee prepares a "Notification of Pupil's Suspension" and a "Notification for Extension of Suspension or Expulsion" form. One copy of each form is given to the student, one copy of each form is mailed to the parent or guardian, one copy of each form is filed in the student's cumulative folder in the school, and one copy of each form is forwarded to the Director of Student Services.
- The school principal immediately notifies the parent or guardian by telephone or in person of the suspension and the reason for it. If the principal's efforts to contact the parent or guardian are unsuccessful, the mailing of the notification is sufficient.

- The Director of Student Services or his/her designee, acting on behalf of the Superintendent, makes arrangements for a conference with the student and his/her parents or guardian**s** within 10 school days of the suspension.
- If the Director of Student Services or his/her designee finds that a suspension of more than 10 school days or expulsion is warranted, the student is placed on an extended suspension or expulsion as determined in that conference.

3. Suspension Attendance Reporting

According to procedure 3005.1 Regarding Attendance, out-of-school suspensions are lawful absences thereby providing students the opportunity to make up any work missed during the period of the suspension. Suspension days do not include holidays, snow days, professional development days or other days when school is not in session for students.

4. Expulsion from Another School System

Any student expelled from another school system, either in-state or out of the State of Maryland, may be denied attendance in Calvert County Public Schools.

VIII. IF MY PARENTS/GUARDIANS OR I DISAGREE WITH AN ADMINISTRATOR'S DECISION, WHAT ARE MY LEGAL RIGHTS?

If a student or his/her parent/guardian believes that the student's rights have been violated, that individual is entitled to pursue one of the following procedures:

A. Due Process

Each student in Calvert County must be afforded his/her due process rights. This means that a student must be given an opportunity to learn what he/she is accused of doing and must be given the chance to offer an explanation before the principal or his/her designee makes a final decision regarding consequences for specific behaviors.

Any student or parent/guardian alleging a violation of due process rights is encouraged to discuss these concerns with the principal. Absent resolution at that meeting, the student/parent/guardian may appeal a decision of the school principal or his/her designee to the Superintendent or his/her designee within 10 school days of the final decision of the school principal. The Superintendent or his/her designee's decision may be appealed to the Board of Education within 30 days of the decision. The Board of Education's decision may be appealed to the State Board of Education within 30 days after a final decision has been made by the local Board of Education.

B. Discrimination Policy #1118 and Procedures Regarding Investigation and Resolution of Complaints #1118.1

1. Investigation of Complaints

When a student, employee, or community member has an inquiry, concern, or complaint regarding an incident(s) of discrimination, a written report should be submitted to the principal or supervisor of the individual alleged to have discriminated against the student, employee or community member.

Students

a. When a student alleges there has been an incidence of bullying, harassment, or intimidation, the principal or school administrator will furnish the student with the Bullying, Harassment, or Intimidation

Reporting Form and advise the student to submit the complaint in writing to the principal or school administrator. When a student alleges there has been an incidence of discrimination, the principal or school administrator will ask the student to submit the complaint in writing in a letter and submit the letter to the principal or school administrator. Depending on the age of the student, the principal or school administrator will provide appropriate assistance in completing the form or writing the letter. If the student does not submit the form or letter, a verbal complaint will be accepted and the principal or school administrator will complete the form or record the allegation in writing using the verbal information provided by the student.

b. Upon receipt of the written/verbal complaint, the principal or school administrator will investigate the allegation, schedule meetings to question the complainant, possible witnesses named by the complainant, and the accused. Within a maximum of ten (10) work days of the receipt of the written/verbal complaint, the principal or school administrator will complete the investigation and prepare a packet containing the statements and findings of the investigation. Upon completion of student interviews, parents/guardians will be notified.

c. If the complaint is complicated or otherwise cannot reasonably be investigated within 10 work days, the principal or school administrator may extend the time for a decision by not more than ten (10) additional work days and will inform the complainant of the extension in writing.

d. Upon completion of the packet containing the investigation findings and if a violation is found to have occurred, the appropriate student disciplinary and/or remedial action in accordance with the Students' Rights, Responsibilities and Code of Conduct and Policy 1112 Regarding Student Discipline will be administered. The principal or school administrator will inform the parents/guardians of the complainant and the accused involved in the incident or alleged incident of the conclusion of the investigation and share information about the disposition of the incident or alleged incident subject to any limitation imposed by the Family Educational Rights and Privacy Act (FERPA) and other state laws governing student records.

e. All decisions regarding the results of the investigation findings and possible corresponding disciplinary actions may be appealed to the next level.

2. Resolutions of Complaints

When violations have occurred, employees in supervisory or management positions are responsible for taking steps designed to end any existing discrimination by those under their supervision, prevent any recurrence, and correct discriminatory effects on the complainant and others.

Students

a. Disciplinary action against a student will be administered in accordance with the Students' Rights, Responsibilities and Code of Conduct and Policy # 1112 Regarding Student Discipline. Action against third parties will be taken in accordance with relevant school system policies and other applicable state and federal laws. In cases of bullying, harassment, or intimidation, refer to Procedure 1118.3.

b. A student who violates this policy may also be required to participate in an appropriate education intervention and/or counseling designated by the principal or school administrator and designed to increase his or her understanding of the offense and its impact on others.

c. A student who has been the object of or who has been affected by conduct prohibited under this policy will be contacted by a school administrator to discuss the availability of appropriate assistance.

d. The school administrator will follow-up on a periodic basis to ensure that both parties are adhering to the interventions that were designated by the school administrator in response to the discriminatory incident.

C. Appeals

In accordance with CCPS policies and procedures, the principal of every public school in Maryland may suspend, for cause, any student in the school under the direction of said principal for a period of not more than 10 consecutive days for each suspension. The principal may, in some cases, request an extension of a 10-day suspension through the Department of Student Services. Requests for suspension for more than 10 days will be considered at a conference with the Department of Student Services convened by parties empowered to act as the Superintendent's designees. Students and parents/guardians wishing to contest a suspension of more than 10 days have a right to appeal with full evidentiary proceedings.

While the steps for appealing a suspension of 10 or fewer days are similar to those involved in appealing a suspension of more than 10 days, there is an important difference. An appeal of a suspension of 10 or fewer days may NOT include full evidentiary proceedings. Full evidentiary proceedings are those for which a formal conference is scheduled for the purpose of having the complainant or his/her counsel present testimony, provide supporting evidence, and bring witnesses. Review procedures for suspensions and appeal procedures for extended suspensions (more than 10 days) are outlined below.

1. Suspension for 10 or Fewer Days, including In-School Suspensions

Appeals should be made to the school principal first. This appeal must be submitted in writing within 5 days of the alleged violation/misapplication of the Students' Rights, Responsibilities and Code of Conduct or other pertinent policy. **An appeal does not stay the original decision of the administrator.** Thereafter, the parent or guardian may:

a. Request a review by the superintendent or his/her designee in writing within 10 days of the principal's decision.

b. Request a review by the Calvert County Board of Education in writing within 30 days of the Superintendent's or his/her designee's decision if he/she wishes to continue the appeal process.

c. Appeal to the Maryland State Board of Education in writing within 30 days of the Calvert County Board of Education's decision if he/she wishes to continue the appeal process.

2. Out-of-School Suspension for more than 10 Days

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

NOTE: For more information, refer to *Rules of Procedures for Appeals and Conferences* (Policy No. 1600 available in the Superintendent's Office and on Calvert County Public Schools' website).

IX. WHAT ARE ALTERNATIVE EDUCATION PROGRAMS?

Calvert County Public Schools alternative education programs support students in grades K-12. The programs support students who have been unsuccessful in their home schools for a variety of reasons. Reasons include behavior and academic concerns, and students who have been involved in a serious disciplinary action that warrants a recommendation for placement following a disciplinary conference in the Department of Student Services. Alternative Education Programs provide positive and effective educational supports and services that address developmentally appropriate academic, social, and emotional needs of students. Students receiving special education services may be assigned to no more than a 45-day

interim placement. The length of placement for students who do not receive special education services vary based on consultation with the Alternative Education Staff, student, parent/guardian, and counselor when the student meets the minimum criteria established for the program. The team will determine whether the student is ready and capable of returning to the regular school program. The student may enter a transitional placement prior to returning to the regular school program.

Eligibility for Alternative Education Programs:

Each program requires a review of student educational records, academic, behavioral, and intervention data. Students may be assigned to a Middle or High School Regional Alternative Education program through administrative placement (by the school principal or the Director of Student Services) or a decision following a discipline conference in the Department of Student Services. Students may be assigned to the Elementary Alternative Education Center through application to the Director of Student Services. Students may be assigned to the County Secondary Alternative Program only through approval from the Department of Student Services. Students must adhere to individual school and classroom procedures in County, Regional, and School-based alternative education programs.

A. County Secondary Alternative School

This program represents an alternative to extended suspension or expulsion and provides students an opportunity to participate in an educational setting with appropriate curriculum, continued special education services, and structured pro-social behavior interventions.

This program serves middle and high school students in Calvert County Public Schools. Students to be served by this program may include those with disabilities.

B. Regional Alternative Programs

1. Elementary Alternative Education Center

The Calvert County Elementary Alternative Education Center (EAEC) fills an important need within our school system. The County level EAEC program serves students in grade K-5. Students assigned to the EAEC continue their academic work in a highly structured environment. Student to teacher ratios are small to ensure adequate supervision and academic support. The EAEC is an interim placement used to assist students with academic support needs, behavioral concerns, or a placement used while awaiting specific testing.

2. High School and Middle School Regional Alternative Education Programs

Each high school maintains their own alternative education program. Two regional alternative education programs serve the middle schools. The Alternative Education Program is designed as a behavioral support program. The program's primary focus is to assist students who have had behavioral concerns in the traditional school setting with developing appropriate social skills to allow them to successfully return to the regular school program.

a. Instruction

i. The alternative education program includes a behavioral adjustment component with the goal of returning students to the regular school program.

ii. Emphasis is placed on study skills, organization, coping techniques, positive self-esteem and appropriate social skills.

iii. Instruction is provided in Reading/Language Arts, Math, Social Studies, and Science with an emphasis on skills and tests needed to receive a Maryland High School Diploma.

b. Length of Program

i. A student placed in the alternative program will remain until they meet the criteria for dismissal.

ii. While in the program, the students will attend school during regular school hours.

iii. A very strict schedule will be followed.

c. Extracurricular Activities

i. Students are restricted from extracurricular activities while enrolled in the alternative education program if placement is because of discipline.

ii. Students may be restricted from extracurricular activities while enrolled in the alternative education program when placement is because of any reason other than discipline.

d. Evaluation of Student

i. Students will be evaluated each day. Daily progress sheets will be sent to parents/guardians. These daily progress sheets must be signed by parents/guardians and returned to school.

e. Behavioral Expectations in the Program

In order to ensure a safe and productive learning environment, all rules of conduct outlined in this document shall apply to students in the program. Nothing in the guidelines of the Alternative Education Program shall be deemed to revoke the power of the administration to discipline students who violate the Students' Rights, Responsibilities and Code of Conduct. Therefore, the entire range of all consequences for violations of the Code (including suspensions and expulsions) while in the program are available to the administration.