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Without a doubt, the safety and security of every student and staff member is the priority at Baltimore County Public Schools. We all have a role to play in keeping our students and schools safe. Even if your family has been attending our schools for many years, I ask that parents and students take a moment to review the BCPS Student Handbook for important information about students’ responsibilities and rights and our code of conduct.

The BCPS Student Handbook provides information about our expectations for student behavior and steps we will take when issues arise. In addition, the handbook describes how BCPS fosters character development and promotes positive student behavior. A wide cross-section of the BCPS community came together to develop this handbook, and great care has been taken to ensure that our behavior and discipline policies are consistent and in the best interest of student achievement and well-being.

Our commitment to you is providing safe and orderly learning environments for about 115,000 students through proactive and comprehensive staffing, policy, equipment, technology, and training. I look forward to working with you to support a positive and proactive learning environment in every classroom around the county.

Sincerely,

Dr. Darryl L. Williams, Ed.D.
Superintendent

_Raising the bar, closing gaps, and preparing for our future._
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Introduction

Baltimore County Public Schools (BCPS) provides students with a variety of educational opportunities aimed at preparing them for college, the workplace, and the military. Preparing students to be globally competitive is best accomplished when there is a shared understanding among all members of the school community—students, staff, parents, and administrators—of the policies and procedures related to student conduct. This student handbook is presented to help all stakeholders understand what is expected of BCPS students in terms of their rights and responsibilities and the disciplinary process. The goal of the school system is to have students participate fully in the many educational experiences offered by BCPS in a safe and orderly manner.

At the school level, administrators develop their own policies and procedures for creating a safe and orderly learning environment. School-level policies and procedures for student conduct are aligned with the BCPS Code of Student Conduct (Board of Education Policy 5500 and Policy 5510 and Superintendent’s Rule 5500 and Rule 5510). The Division of School Climate and Safety (DSCS) is a resource for school administrators as they develop school-specific plans for addressing student behavior.

The DSCS is comprised of several offices that support administrators in the areas of student behavior, social-emotional learning, school safety, and building security. School counselors, nurses, psychologists, social workers, pupil personnel workers, safety managers, and school resource officers promote the academic success and emotional well-being of students by helping to create conditions where students can realize their full potential. The efforts of DSCS personnel are framed by three overarching themes: prevention, logical consequences, and restoration. This student handbook, as a resource to students, parents, teachers, and administrators, is organized to highlight this framework.

The first part of this student handbook focuses on prevention, information that can be used in a proactive manner to create and maintain a positive learning environment. Here, information can be found on character education, Conscious Discipline®, Positive Behavior and Intervention Strategies (PBIS), students’ rights and responsibilities and behavioral policies.

The second part of this handbook contains information on the logical consequences for violating the school system’s Student Behavior Code. It also contains information about disruptive behavior, the disciplinary process, and the process for requesting mitigation or filing an appeal.

The third section of this handbook concerns restoration, or the transition of a student back into the school community after a disciplinary infraction has occurred. This section lists examples of restorative practices that can be used to aid the transition process. Some of the restorative practices, however, can and should be used in a proactive manner to build a positive classroom community.

The fourth section of this handbook contains required notifications, such as those related to the privacy and confidentiality of students’ personal information, inspecting school records, accessing technology, and more. The last section of this handbook highlights some of the policies behind the BCPS Code of Student Conduct. Specific references are made to policies governing bullying/harassment/intimidation; involvement in gang-related activities; tobacco use on school system property; and possession of prescription and non-prescription drugs.

The handbook concludes with an acknowledgement page that both students and parents are expected to sign. By signing the acknowledgement page, students and parents are indicating their full understanding of the BCPS policies and procedures outlined in the student handbook. This student handbook should be read carefully and kept readily available as a valuable reference tool.
**PREVENTION**

*Prevention* is about proactively addressing student behavior rather than responding to misbehavior in a reactive manner. In the area of prevention, Baltimore County Public Schools (BCPS) supports the use of three research-based approaches for promoting positive student behavior: character education, Conscious Discipline®, and Positive Behavior Interventions and Supports (PBIS). These are just three approaches among several designed to prevent misbehavior by promoting positive behavior.

**Character Education**

Character development is an important component of the BCPS system-wide approach to creating positive learning environments. Modeling good character is expected of all staff and students. Seeing tangible examples of good character is a powerful tool for developing and reinforcing positive behavior within schools. Students who exhibit good character contribute to the overall safety and orderliness of the school; promote student achievement; and increase student and staff morale (Board of Education Policy 5510 and Superintendent’s Rule 5510).

The following are Baltimore County Public Schools’ character objectives:

1. Develop the wisdom and good judgment to make reasoned decisions;
2. Develop a sense of justice that is informed by fairness, honesty, and civility;
3. Develop and demonstrate respect for self, respect for others, and respect for property;
4. Demonstrate tolerance and understanding of others regardless of race, gender, ethnicity, disability, national origin, religion, creed, socioeconomic status, marital status, pregnancy, personal record, sexual orientation, or political belief;
5. Demonstrate compassion for others through the development of empathy, kindness, and service;
6. Demonstrate discipline and responsibility by exhibiting self-control and the willingness to admit mistakes and correct them;
7. Develop a positive attitude that reflects hope, enthusiasm, flexibility, and appreciation;
8. Demonstrate pride in oneself and others by doing the best for self, family, school, and community and by respecting the achievements of others; and
9. Exhibit personal and academic integrity through honesty, expressing beliefs in appropriate ways, and working to one’s full potential.

**Conscious Discipline®**

BCPS is committed to providing an environment that is safe, orderly, and conducive to learning. The BCPS administrators believe that positive behavior in the school is essential for increasing student achievement. Conscious Discipline is a brain-based approach for creating a positive school environment that begins with teaching students about the brain/body connection. Once students develop an awareness of how their thinking affects their actions, students learn to regulate their own behavior. The overarching goal of Conscious Discipline® is to teach students to be disciplined *with* their behavior so that they are not subjected to disciplinary consequences *for* their behavior.

A second component of Conscious Discipline® focuses on the behavior of adults when responding to students’ misbehavior. According to Conscious Discipline® teachings, adults possess skills that should be used to transform behavioral incidences into teachable moments:

1. Composure;
2. Encouragement;
3. Assertiveness;
4. Choices;
5. Empathy;
6. Positive intent; and
7. Consequences.

Conscious Discipline® requires that the adults use these skills and teachable moments to teach students life-long
strategies for positively interacting with others. Positive responses from adults when presented with misbehavior from students help to establish and foster a school family relationship. Conscious Discipline® as a behavior management tool, transforms classrooms into environments of warmth, caring, and mutual respect.

Positive Behavior Intervention and Supports (PBIS)
Baltimore County Public Schools (BCPS) administrators believes that clear expectations for appropriate behavior should be communicated and taught. BCPS administrators further believe that consequences for inappropriate behavior should be established and equitably administered. With those beliefs in mind, school-based administrators publish behavioral expectations in the form of a school-wide positive behavior plan.

The foundation for many schools’ positive behavior plan is a philosophy grounded in Positive Behavior Interventions and Supports (PBIS). PBIS programs are designed to recognize and reward students who exemplify positive behavior. Students who are recognized and rewarded publicly become role models for other students who wish to be recognized and rewarded in the same manner.

Students’ Responsibilities and Rights

The following is a list of areas under which students have responsibilities and rights. For the complete explanation of students’ responsibilities and rights, see Board of Education Policy 5600 and Rule 5600.

Responsibilities and Rights

- Attendance
- Disciplinary Action
- Due Process
- Appeal
- Privacy of Records
- Student Expression
- Student Activities, Student Governance, Student Use of Facilities
- Personal Property Searches
- Non-discrimination

Student Responsibilities

Responsibility for Attendance
Students are responsible for complying with attendance guidelines detailed in Board of Education Policy 5120 and Superintendent’s Rule 5120, Student Attendance and Excuses.

A student absent from school shall present to the school principal a note signed by the parent; the absence note must be presented no later than five days after the student’s return to school. It is the responsibility of the student and/or the parents to request missed assignments for each lawful absence. Teachers will assist students in making up work for excused absences. The student is expected to assume the responsibility for maintaining the continuity of learning regardless of the reason for the absence. If a student is absent for an extended period of time because of illness, a written statement of explanation may be required from a physician no later than five days after the child’s return to class.

Responsibility for Nondiscrimination
Students are responsible for respecting the rights of others.

Responsibility of Free Speech and Expression
Students are responsible for controlling their conduct while exercising their rights to expression. Student expression can neither infringe upon the rights of others nor disrupt the classroom or school procedures.
Students are responsible for recognizing the right of others to have opinions which may differ from their own.

**Responsibility for Appearance - Dress Code**

Public schools do not regulate the dress and/or appearance of students unless the dress and/or appearance interferes with any aspect of the educational process. Standards for student dress during the school day and during other school-sponsored activities are detailed in Board of Education Policy 5520 and Superintendent’s Rule 5520, Student Dress Code.

The student dress code is intended to outline acceptable standards for student dress during the school day and during other school-sponsored activities in order to preserve a safe and orderly environment that is conducive to learning. Students will wear attire in a manner that supports a healthy and safe learning environment.

Students will not wear attire that is disruptive to the school environment, that promotes illegal or harmful activities, or that could endanger the health and safety of the student or other students which includes, but is not limited to, that which:

1. Depicts messages that are lewd, vulgar, obscene, plainly offensive, violent, sexually explicit, or that reference items that are illegal in general or illegal specifically for underage students;
2. Promotes use of tobacco, drugs, alcohol, or other illegal or harmful products;
3. Contains sexually suggestive messages;
4. Depicts gang affiliation;
5. Causes or is likely to cause a substantial or material disruption to school activities or the orderly and safe operation of the school or at school-sponsored activities;
6. Contains rude, disrespectful, or discourteous expressions inconsistent with civil discourse and behavior.

The following specific items are not permitted except in individual cases as approved by the principal of the school: bare feet; headwear, except when worn for medical reasons or as a legitimate expression of a student’s religious practice and faith.

**Student Responsible Use of Technology/Internet**

Students shall be held responsible for the appropriate use of BCPS technology and will be subject to disciplinary action for any violation of the Technology Acceptable Use Policy (TAUP). Students are required to be safe, secure, and responsible digital citizens when using BCPS electronic devices, networks and internet.

I am responsible for:

1. My language. I will be polite and use appropriate language in my e-mail messages, online postings, and other digital communications.
2. How I treat others. I will not create or communicate abusive, harassing, bullying, libelous, obscene, offensive, profane, threatening, discriminatory, or illegal messages.
3. Respecting the intellectual property rights of others. I will obey copyright laws. I will use another’s work only with proper citation and permission. I will not plagiarize another’s work.
4. My student-authorized computer account and all activity conducted through my account(s). I understand that my user name and passwords are confidential and shall not be shared with anyone. I understand that it is important to log off the computer at the end of every session so another user cannot use my password.
5. My use of the BCPS network. I will use BCPS resources responsibly and will not search, retrieve, save, circulate, display, upload, post, e-mail, transmit, or otherwise make available any hate-based, offensive, or sexually explicit images, language or the files that generate such images or language.
6. Protecting the security of the BCPS network. I will not attempt to bypass security settings or Internet filters or interfere with the operation of the network by installing or downloading unauthorized software, games, programs, files, electronic media, or stand-alone applications from the Internet or from any other sources.
7. Protecting school property. I understand that vandalism is prohibited. This includes, but is not limited to, accessing, modifying, or destroying equipment, programs, files, or settings on any computer or technology resource. I understand that I need the authorization from a school administrator or teacher to use personal
electronic devices or memory storage devices that I bring to school.

8. My conduct on all online sites. I understand that what I do on social networking websites should not interfere with, negatively affect, or cause disruption to the school learning environment. I will use internet tools such as discussion boards, chat rooms, and instant messaging, for educational purposes only.

9. Following Board Policies, Superintendent’s Rules, and school procedures when using BCPS technology and networks and when publishing school work online. I understand that it is unsafe to post any personal information about myself and others including, but not limited to, my address, phone number, or school.

10. I will not post photos or videos of students online without the permission of the parent of the student, or the student if the student is age 18 years or older.

All student users shall be subject to the student technology acceptable use policy and implementing rule, Code of Student Conduct, all local, state, and federal laws, and school procedures when using BCPS technology and networks and in their use of social media. Violations may result in loss of access to BCPS technology and/or networks, disciplinary action, and/or criminal prosecution or restitution. Student violators will be disciplined in accordance with Board Policy 5550, Student Behavior Code.

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**Students’ Rights**

**Right to Privacy of Records**

One student record is maintained for each student from enrollment into BCPS through grade 12. The student and parents have the right under federal and state law to inspect and review the student’s educational record, have that record maintained confidentially, and have any school record inaccuracies corrected.

The school’s principal is responsible for maintaining an accurate and confidential school record for each student and working cooperatively in the reasonable collection of data. A parent or eligible student has the right to inspect and review the student’s record. The principal shall comply with requests for access to a student’s record within a reasonable period of time but, in all cases, no more than 45 days after the request is received. The record is to be inspected by a parent or eligible student in the presence of a school official. The school record may include, at minimum, the following:

1. Student’s personal data;
2. Student’s school attendance data;
3. Annual performance, Grades Pre-K–8;
4. Annual secondary school performance, Grades 9–12;
5. State-mandated and local school system testing
6. Disciplinary record;
7. Health screening;
8. Record of health inventory;
9. Immunization data and blood lead certificate;
10. Maryland student withdrawal/transfer record;
11. Statewide educational interview form;
12. Information required for students with disabilities.

Unless there is a court order to the contrary, custodial and non-custodial parents have equal access to school-related information, including the student’s record.

Information from a student record may not be disclosed over the phone, except to the receiving school for students in “state-supervised care,” where BCPS is required to release grade and level of service under IDEA or Section 504.

**Right to Patriotic and Religious Exercises**

**Patriotic** - The Board shall provide for the display of the flag of the United States of America on the site of each school and for the display of the flag in each classroom. It shall be the responsibility of the principal of each school to have a program at the beginning of each day of classes providing for appropriate patriotic exercises that include the daily recitation of the Pledge of Allegiance to the flag. Any student or staff member who wishes to be excused from
participation in these patriotic exercises shall be excused. Students wishing to be excused from participating may use any form of peaceful protest as long as such protest does not create a substantial disruption or material interference with school activities.

Religious - Students have the right to voluntary prayer or religious texts to the extent that it does not interfere with school activities required of the students. No attempt shall be made to prevent a student from engaging in voluntary prayer or reading religious literature provided it does not interfere with school activities required of the student.

Right to Student Governance
Students have the right to organize and promote a form of student government that is acceptable to the majority of students in the school. All academically eligible students have the right to seek and hold office and vote in student elections. Such rights shall not be abridged for reasons of race, color, gender, ethnicity, pregnancy, English language-learner status, disability, national origin, religion, socio-economic status, marital status, sexual orientation, gender identity (including gender expression), or political belief. Students are eligible to seek or hold office if they have at least a 2.0 grade point average and no more than one failing, incomplete, or medical grade in the marking period prior to seeking or holding office(s). First, second, third, and fourth quarter report cards determine continued eligibility.

Subject to the required procedures and approval by the school principal, school-sponsored student organizations and clubs may conduct activities on school property. Each organization’s activities must be open to all students.

Students are responsible for using school facilities safely, responsibly, and in accordance with Board Policy and Superintendent’s Rules and school system procedures.

Right to Participate in Extracurricular Activities
Students have the right to participate in school-sponsored extracurricular activities. A school organization has the right to establish criteria, including conduct and achievement for membership, provided such criteria are relevant to the purpose and activities of that group.

Student organizations and clubs must be sponsored, approved, conducted, planned and supervised by school staff. Students who participate in student organizations and clubs shall follow the Code of Student Conduct. Membership on teams, performing groups, publication staffs, and other school-sponsored clubs shall be available without membership charge to students.

Right to Participate in Interscholastic Athletics
Students have the right to participate in interscholastic athletics at the high school level. School authorities have the right to establish and maintain minimal standards of achievement and conduct for participation in interscholastic athletics in accordance with BCPS Regulations, Procedures, and Guidelines for Interscholastic Athletics and the rules of Maryland Public Secondary Schools Athletic Association (MPSSAA).

Students are academically ineligible to participate if they have less than a 2.0 grade point average with no more than one failing, incomplete, or medical grade in the preceding quarter. Fall academic eligibility is determined by the fourth quarter grading period from the preceding year.

Right to Personal Property
Students have the right to maintain personal property at school subject to reasonable searches of students and their possessions on school premises or school-sponsored trips.

Students shall not possess any items prohibited under federal or state laws and regulations and/or BCPS policies and rules. An administrator may conduct a reasonable search of a student on school property and during school-sponsored activities if the administrator has a reasonable belief that the student has an item, the possession of which constitutes a criminal offense under the laws of this State. The search must be made in the presence of an adult third-party; the third-party must be a BCPS employee.
A teacher may be designated by the principal to conduct a reasonable search of a student during a school-sponsored activity if the teacher has reason to believe that the student has an item, the possession of which constitutes a criminal offense under the laws of this State. The teacher must receive training prior to the search. The search must be made in the presence of a third-party (BCPS employee).

A student’s refusal to permit a lawful search may result in disciplinary action in accordance with Policy 5550, Student Behavior Code. BCPS’ Policy 5460.

Notice of Right to Search
Desks, lockers, and storage spaces, which are provided to students, are the property of BCPS. An administrator may make a search of the physical plant of the school and its appurtenances, including student desks, lockers, and storage spaces at any time.

Right to Non-discrimination
Students have the right to be free from discrimination, bullying, cyberbullying, harassment, or intimidation. Students are responsible for respecting the rights of others.

Right Concerning Age of Majority Students
The Board of Education of Baltimore County, any of its agencies, or anyone acting on their behalf shall not abridge the rights of adult citizenship granted to students eighteen (18) years of age or older as specified in the Annotated Code of Maryland. The rights afforded parents under the Protection of Pupil Rights Amendment (20 U.S.C.§ 1232h) and the Family Educational Rights and Privacy Act (FERPA)(20 U.S.C. § 1232g) transfer to the student when the student reaches age 18. This in no way diminishes the right of the principal or the principal’s designee to communicate with parents any problem or question pertaining to the education of the student.

Right of Free Speech and Expression
Students have the right to freedom of speech, religion, and the right to assemble peacefully, but speech and behavior that are disruptive can be prohibited.

Students’ right to assemble is subject to school authorities setting reasonable limits regarding the time, place, and manner in which students may assemble.

Under the supervision of a student media advisor, a student journalist is responsible for determining the news, opinion, feature and advertising content of school sponsored media. (Policy 5610 and Rule 5610).

Students have the right to symbolic forms of expression to the extent that the symbolic expressions do not substantially disrupt school activities.

Right to Appeal
Students have the right to a timely response to a proper appeal.

Right to a Safe Learning Environment
The Board of Education of Baltimore County is committed to ensuring that every student learns in an environment that is safe and secure and conducive to learning. The Board prohibits bullying, cyberbullying, harassment, or intimidation by any person on Board property, at school-sponsored activities or events, on a school bus, or that substantially disrupts the orderly operation of a school.

The relationships between students and employees of the Baltimore County Public Schools shall be of a professional nature. Employees are prohibited from dating or having a sexual or otherwise inappropriate relationship with a student.

Students have the right to participate in all school and classroom activities in environments free from bullying,
harassment, or intimidation. School administrators will annually advise students of [Board Policy 5580](#) and [Rule 5580](#) and of the availability of the [Bullying, Harassment or Intimidation Reporting Form](#) and of the school system’s sexual harassment procedure as part of the [Student Handbook](#) presentation by administrators at the beginning of the school year. School staff members are responsible for educating students about bullying, cyberbullying, harassment, and intimidation; investigating incidents of bullying, cyberbullying, harassment, and intimidation; and establishing interventions, supports, and consequences of such behaviors.

## Code of Conduct

The Board expects all students in Baltimore County Public Schools (BCPS) to recognize their individual responsibilities to adhere to the [Code of Student Conduct](#) while on school property and when participating in school-sponsored activities.

**Code of Student Conduct – All BCPS Students Will:**

A. Attend school daily unless there is a lawful purpose for being absent.

B. Engage in the learning process.

C. Bring to school only those approved items and materials that are appropriate for their educational programs.

D. Demonstrate positive behavior and language and respect the personal, civil, and property rights of others.

E. Accept responsibility for their actions and education while abiding by established Board policies, superintendent’s rules, and procedures.

## Standards

A. The [Code of Student Conduct](#) shall be in effect at all times when students are on school property or participating in school-sponsored activities and while being transported to and from school or school-sponsored activities and events.

B. A student who violates the [Code of Student Conduct](#) may be subject to disciplinary action in accordance with [Board Policy 5550, Student Behavior Code](#).

C. Each school shall develop and implement an integrated program of character education, social-skill development, behavior management, and relationship building to respond effectively to behaviors that inhibit a student from learning or unduly hinder others from learning. In each instance where employees act to help a student behave appropriately, emphasis shall be placed upon helping the student learn self-discipline and rules.
Interventions and Supports

Interventions and Supports to Prevent Category I Offenses
Listed below are interventions and supports that faculty and staff members can use to prevent students from committing offenses listed under Category I.

Suggested Interventions and Supports for Preventing Category I Offenses:

a. Use proximity control to keep students on task.
b. Pre-correct individual student’s behavior.
c. Use nonverbal cues/signaling.
d. Conduct in-class conference with student.
e. Determine root causes and functions of student misbehavior and respond appropriately.
f. Teach, practice, and reinforce positive replacement behaviors.
g. Provide special work assignment, such as service to the school, research, etc.
h. Provide movement breaks between low-energy activities for individual students as deemed appropriate.
i. Use think chair, time-out chair, or reflection area in the classroom.
j. Require the student to complete a written reflection/apology for misbehavior.
k. Provide choices for learning activities and behavior.
l. Use student behavior strategies, progress reports, behavior contracts, and/or behavior point sheets.
m. Use goal setting paired with acknowledgment of improved behavior for individual student.
n. Assign a student buddy supporter.
o. Recommend peer mediation support.
p. Recommend conflict resolution support.
q. Contact student’s parent.
r. Hold a parent and student conference.
s. Assign detention (parent contact mandatory).
t. Provide small group character-building and social skills training.
u. Refer student to Student Support Services staff for support.
v. Give student a timeout with adult supervision.
w. Refer student to Student Support Team (SST).
x. Develop and implement or review and revise student support plan for eligible student that includes interventions, supports, or strategies designed to help the student to behave appropriately.
y. Develop and implement or review and revise a 504 Plan for eligible student, including behavioral accommodations as deemed necessary.
za. Conduct Functional Behavioral Assessment (FBA) and, if student is eligible, develop a Behavior Intervention Plan (BIP).
aa. Review and revise a student’s existing BIP.
bb. Refer eligible student to Individual Education Program (IEP) team.
c. Develop and implement IEP for eligible student.
dd. Include behavior interventions, supports, or strategies as supplementary aides and services in the student’s IEP if deemed necessary.
ee. Participation in Restorative Conference
ff. Use of Restorative Circle to create inclusive expectations for the learning environment.
Interventions and Supports to Prevent Category II Offenses
Listed below are interventions and supports that faculty and staff members can use to prevent students from committing offenses listed under Category II.

**SUGGESTED INTERVENTIONS AND SUPPORTS FOR CATEGORY II OFFENSES:**

a. Use appropriate interventions and supports from **CATEGORY I**.
b. Contact parent (mandatory).
c. Hold a parent and student conference.
d. Require student to return property, pay for property, pay restitution for property damages, or assign student to an approved supervised service to school.
e. Review and revise the 504 Plan for eligible student, including behavioral accommodations as deemed necessary to help improve student’s behavior.
f. Review and revise the Behavior Intervention Plan for student as deemed necessary to help improve student’s behavior.
g. Review and revise the student’s IEP as deemed necessary to help improve student’s behavior.
h. Offer student supervised campus clean-up as an alternative to suspension.
i. Use community partners and interagency partners to provide support and resources to student to help improve behaviors.
j. Refer two or more students to a community partner for a community conference to resolve a conflict.
k. Refer student to the school social worker, behavior interventionist, and/or pupil personnel worker for support in changing behavior.
l. Refer student to superintendent’s designee for a program review.
m. Warn student of **CATEGORY III** disciplinary action.

Interventions and Supports to Prevent Category I and Category II Offenses
Listed below are interventions and supports that faculty and staff members can use to prevent students from committing offenses listed under Category I and Category II.

**SUGGESTED INTERVENTIONS AND SUPPORTS FOR CATEGORY III OFFENSES:**

a. Use appropriate interventions from **CATEGORIES I AND II**.
b. Contact parent (mandatory).
c. Hold required parent and student conference.
d. Contact police if a clear violation of the law is committed that is not ordinarily handled by the school administrator.
e. When student returns to home school from an alternative program assignment, in cooperation with the alternative program staff, administrators must develop and implement the student’s transition plan.
When I have a concern about grades, behavior, or how I am feeling, I can prevent the issue from becoming a real problem by seeking assistance from the following trusted individuals:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Academic Concern</th>
<th>Behavioral Concern</th>
<th>Social-Emotional Concern</th>
<th>Health Concern</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Counselor:</td>
<td></td>
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<tr>
<td>Administrator:</td>
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<tr>
<td>Parent/Guardian:</td>
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<tr>
<td>Coach:</td>
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<tr>
<td>Mentor:</td>
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<tr>
<td>Class Advisor:</td>
<td></td>
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<tr>
<td>Best Friend/Peer:</td>
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</tbody>
</table>

Social-Emotional Learning

In order to be the very best that I can be, I need to develop skills in certain areas:

<table>
<thead>
<tr>
<th>When it comes to...</th>
<th>Remember to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feelings/Emotions</td>
<td>• Be aware of your emotions and give yourself permission to feel the way that you do.</td>
</tr>
<tr>
<td></td>
<td>• Allow yourself “wait time” before responding to a situation.</td>
</tr>
<tr>
<td></td>
<td>• Express your emotions in an acceptable way.</td>
</tr>
<tr>
<td></td>
<td>• Talk about your feelings with a trusted confidante.</td>
</tr>
<tr>
<td></td>
<td>• Leave emotions out of it; stick to the facts when making your point.</td>
</tr>
<tr>
<td>Setting Goals</td>
<td>• Choose a goal that makes you a better person and work towards it.</td>
</tr>
<tr>
<td></td>
<td>• Establish attainable milestones along the way towards meeting your goals.</td>
</tr>
<tr>
<td></td>
<td>• Align your actions with your goals so that you are always making progress.</td>
</tr>
<tr>
<td></td>
<td>• Remain focused on your goals despite surrounding influences and circumstances.</td>
</tr>
<tr>
<td>Other People</td>
<td>• Imagine yourself in someone else’s position and how you would feel.</td>
</tr>
<tr>
<td></td>
<td>• Put someone else’s feelings ahead of your own and act in their best interest.</td>
</tr>
<tr>
<td></td>
<td>• Treat others as you would want to be treated in a similar situation.</td>
</tr>
<tr>
<td></td>
<td>• Console and encourage someone who is feeling down.</td>
</tr>
<tr>
<td></td>
<td>• Pay it forward; practice random acts of kindness.</td>
</tr>
<tr>
<td>Relationships</td>
<td>• Be respectful of yourself and others.</td>
</tr>
<tr>
<td></td>
<td>• Communicate calmly and clearly.</td>
</tr>
<tr>
<td></td>
<td>• Listen to the ideas, opinions, and perspectives of others.</td>
</tr>
<tr>
<td></td>
<td>• Consider that someone else may be right or have a better way of doing something.</td>
</tr>
<tr>
<td></td>
<td>• Be honest and upfront about your feelings.</td>
</tr>
<tr>
<td>Making Decisions</td>
<td>• Follow the rules, the law, the code of conduct, and the advice of a trusted adult.</td>
</tr>
<tr>
<td></td>
<td>• Educate yourself in the area of the decision you are trying to make.</td>
</tr>
<tr>
<td></td>
<td>• List the pros and cons of each decision.</td>
</tr>
<tr>
<td></td>
<td>• Consider the impact of your decision on yourself and on others.</td>
</tr>
<tr>
<td></td>
<td>• Align your decisions with long-term and short-term positive goals.</td>
</tr>
</tbody>
</table>
LOGICAL CONSEQUENCES

Even with preventative measures in place for addressing behavior, students will sometimes engage in behaviors that violate the school system’s code of conduct. When such behaviors are exhibited, students will be subject to disciplinary action. Administrators have discretion in applying logical consequences in response to violations of the code of conduct.

**Category I Offenses**
Disruptive acts of misconduct as determined by school staff that interfere with the orderly conduct of the activities, administration, or classes of a school, school-sponsored activity, or students while being transported to and from school or school-sponsored activities.

Category I offenses (Board of Education Policy 5550 and Superintendent’s Rule 5550, Student Behavior Code) are listed below and are followed by a suggested list, not all inclusive, of disciplinary responses that may be used when students commit Category I offenses:

<table>
<thead>
<tr>
<th>ARSON/FIRE/EXPLOSIVES</th>
<th>to hear or receive</th>
<th>i. Refusing to cooperate with school rules and/or regulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Possession and/or igniting of matches or lighters (when not a part of the instructional program)</td>
<td></td>
<td>m. Refusing to cooperate with school transportation regulations</td>
</tr>
<tr>
<td><strong>ATTACKS/THREATS/FIGHTING</strong></td>
<td></td>
<td>n. Refusing to do assigned work</td>
</tr>
<tr>
<td>b. Fighting</td>
<td></td>
<td>o. Refusing to serve detention</td>
</tr>
<tr>
<td><strong>ATTENDANCE (IN-SCHOOL SUSPENSION ONLY)</strong></td>
<td></td>
<td>p. Using obscene or abusive language or gestures</td>
</tr>
<tr>
<td>c. Leaving school grounds without permission</td>
<td>q. When a student knowingly uses his or her state of health to threaten the health of others</td>
<td></td>
</tr>
<tr>
<td>d. Unexcused lateness (class/classes)</td>
<td></td>
<td><strong>PERSONAL HEALTH</strong></td>
</tr>
<tr>
<td>e. Unexcused lateness (school day)</td>
<td></td>
<td>r. Academic dishonesty (cheating on tests, copying term papers, or forging signature of teacher and/or parent/guardian)</td>
</tr>
<tr>
<td>f. Unexcused absence or truancy (class/classes)</td>
<td></td>
<td>s. Gambling</td>
</tr>
<tr>
<td>g. Unexcused absence or truancy (school day)</td>
<td></td>
<td>t. Unauthorized sale or distribution in school of items, goods, or services not related in any way to the school operation (e.g., sale of football pools)</td>
</tr>
<tr>
<td><strong>DANGEROUS SUBSTANCES</strong></td>
<td></td>
<td>u. Use of electronic devices for non-educational purposes during regular instructional hours. The ban on the use of electronic devices for non-educational purposes also applies to buses while being transported to and from school and while participating in school-sponsored activities or events.</td>
</tr>
<tr>
<td>h. Non-prescription violation (possession of a non-prescription medications)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Use and/or possession of tobacco, cigarette rolling paper, electronic cigarettes, or other tobacco products</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DISRESPECT/INSUBORDINATION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Failure to follow a direction, such as, but not limited to, failure to report to the office when directed by school staff to do so</td>
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<td></td>
</tr>
<tr>
<td>k. Harassment (includes nuisance electronic communications to students or staff members; continued comments or passing of unofficial notes to another individual that he or she does not wish</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12
RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO CATEGORY I OFFENSES:

a. Suspend student temporarily from bus transportation for bus-related offenses.
b. Exclude the student from participating in extracurricular/co-curricular programs or activities (temporarily or permanently).
c. Assign student to a school-based detention after school or on Saturday.
d. Assign student an in-school suspension.
e. Suspend student from school when appropriate interventions or supports did not result in positive behavior changes by the student.
f. Warn student and parent of CATEGORY II disciplinary action.
**Category II Offenses**

Examples of offenses that may result in suspension, assignment to an alternative educational program or expulsion (Board of Education Policy 5550, Student Behavior Code).

More serious acts of misconduct as determined by school administrators that interfere with the orderly conduct of activities, administration, or classes of a school, school-sponsored activity, or students while being transported to and from school or school-sponsored activities.

Category II offenses (Board of Education Policy 5550 and Superintendent’s Rule 5550, Student Behavior Code) are listed below and are followed by a suggested list, not all inclusive, of disciplinary responses that may be used when students commit Category II offenses:

<table>
<thead>
<tr>
<th><strong>ARSON/FIRE/EXPLOSIVES</strong></th>
<th><strong>DISRESPECT/INSUBORDINATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Fire alarm/false fire report</td>
<td>i. Conspiracy or planning between two or more persons to commit a Category III offense</td>
</tr>
<tr>
<td>b. Possession of an incendiary or explosive material or device, including live ammunition (firecracker or greater)</td>
<td>m. Disruptive behavior that results in the interference with the normal school program, including repeated Category I or II offenses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ATTACKS/THREATS/FIGHTING</strong></th>
<th><strong>SEX OFFENSES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>c. Extortion or taking money or possessions from another student by threat or causing fear and intimidation</td>
<td>q. Inappropriate behavior of a sexual nature</td>
</tr>
<tr>
<td>d. Physical attack(s) on a student</td>
<td>r. Indecent exposure</td>
</tr>
<tr>
<td>e. Threat(s) on individual(s)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DANGEROUS SUBSTANCES</strong></th>
<th><strong>WEAPONS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Distribution, attempt to distribute, or possession with the intent to distribute a non-controlled substance that is represented as a controlled dangerous substance or any synthetic drugs and substances</td>
<td>s. Possession of a look-alike weapon of any kind</td>
</tr>
<tr>
<td>g. Non-prescription violation (misuse of non-prescription medications), including failure to have medications administered by school nurse or delegated personnel</td>
<td>t. Possession of a pocket knife</td>
</tr>
<tr>
<td>h. Possession, use, or distribution of drug paraphernalia or synthetic drugs and substances</td>
<td></td>
</tr>
<tr>
<td>i. Prescription violation (possession of prescribed medication)</td>
<td></td>
</tr>
<tr>
<td>j. Purchase of a non-controlled substance that has been represented to be a controlled dangerous substance</td>
<td></td>
</tr>
<tr>
<td>k. Use and/or possession of tobacco products, tobacco related devices, imitation tobacco products, cigarette rolling paper or electronic cigarettes (repeated offense)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>OTHER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>u. Destruction and/or vandalism of school property, personal property of students and/or faculty. This includes receipt, sale, possession, or distribution of property stolen from Baltimore County Public Schools. Restitution is required, either monetary or a schoolwork project</td>
</tr>
<tr>
<td>v. Exchange of money for an illegal purpose</td>
</tr>
<tr>
<td>w. Reckless endangerment resulting in injury to a person</td>
</tr>
<tr>
<td>x. Theft and/or knowingly possessing stolen property</td>
</tr>
<tr>
<td>y. Trespassing</td>
</tr>
<tr>
<td>z. Violation of the Technology Acceptable Use Policy (TAUP) for Students</td>
</tr>
<tr>
<td>aa. Violation of the Board’s gang policy</td>
</tr>
</tbody>
</table>
RANGE OF POSSIBLE DISCIPLINARY RESPONSES TO CATEGORY II OFFENSES:

a. Exclude the student from participating in extracurricular/co-curricular programs or activities (temporarily or permanently).
b. Assign student to an in-school suspension.
c. Suspend student temporarily from bus transportation for bus-related offenses.
d. Suspend student to pupil personnel worker (PPW).
e. Suspend student from school.
f. Suspend student to the superintendent’s designee with the recommendation for placement in an alternative educational program when deemed appropriate by the school administrator.
**Category III Offenses**

Examples of offenses that may result in suspension, placement in an alternative program or expulsion (Board of Education [Policy 5550, Student Behavior Code](#)).

The most serious acts of misconduct. Students who commit these offenses may be suspended from school and/or to the superintendent’s designee with the recommendation for extended suspension, expulsion, or placement in an alternative program. Major acts of misconduct must be reported to the school administrator immediately after the incident and may result in the immediate removal of a student from school.

**CATEGORY III** offenses (Board of Education [Policy 5550](#) and Superintendent’s [Rule 5550](#), Student Behavior Code) are listed below and are followed by a suggested list, not all inclusive, of disciplinary responses that may be used when students commit CATEGORY III offenses:

**ARSON/FIRE/EXPLOSIVES**
- a. Arson
- b. Bomb threat
- c. Detonation of an incendiary or explosive material or device, including live ammunition (firecracker or greater)

**ATTACKS/THREATS/FIGHTING**
- d. Striking a staff member who is intervening in a fight or other disruptive activity (intentional or unintentional)
- e. Physical attack(s) on a staff member
- f. Violent behavior that creates a substantial danger to persons or property or causes serious bodily injury

**DANGEROUS SUBSTANCES**
- g. Distribution and/or sale of alcohol
- h. Distribution and/or sale of controlled dangerous substances (illegal drugs)
- i. Possession of alcohol
- j. Possession of controlled dangerous substances (illegal drugs)
- k. Prescription violation (misuse of prescribed medications), including failure to have medications administered by school nurse or delegated personnel
- l. Use of a controlled dangerous substance (illegal drugs), under the influence of a controlled substance, or showing evidence of having used a controlled substance
- m. Use of alcohol, under the influence of alcohol, or showing evidence of having consumed alcohol
- n. Use of any intoxicants that causes a loss of self-control or inebriation and shall include glue, solvents, or synthetic drugs and substances

**WEAPONS**
- p. Possession and/or use of a firearm on school property (one-year expulsion)
- q. Possession or use of any other gun or rifle (loaded or unloaded, operable or inoperable), which shall include, but not be limited to, pellet gun, paintball gun, stun gun, BB gun, flare gun, or nail gun*
- r. Possession or use of a real weapon of any kind, which shall include, but not be limited to, switchblade knife, hunting knife, star knife, razors, tasers, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product
- s. Use of a look-alike gun or rifle (loaded or unloaded, operable or inoperable) *
- t. Use of a look-alike weapon of any kind, which shall include, but not be limited to, switchblade knife, hunting knife, star knife, pocket knife, razors (including straight or retractable razor), nunchaku, spiked glove, or spiked wristband
- u. Use of a pocketknife or any object as a weapon

**OTHER**
- v. Robbery

*Exemption: The use of permanently inoperable or wooden look-alike rifles by JROTC or color guard/marching band students shall not be a violation of this policy during instructional time and at any other times when under the direct supervision of JROTC or color guard/marching band instructors.*
**Student Disciplinary Process**

With any incident of student misbehavior, school administrators must make informed decisions about whether the student’s actions constitute a violation of board policy related to its code of conduct. The categories shown on the preceding pages are designed to guide administrators in determining if violations have occurred and in determining the seriousness of the violations. In instances where violations of the code of conduct have occurred, administrators should provide logical consequences—consequences that teach or motivate students to change their behavior.

If a student’s misbehavior is also a violation of the law, as determined by local authorities, there may be legal consequences for the student in addition to the consequences imposed by school administrators. School-based consequences include reassignment, placement in an alternative educational program or expulsion. Restitution for loss or damages will be required in addition to any other consequences.

The school system disciplinary process is completely separate from the criminal and civil processes employed by the Baltimore County Police Department.

**Responses for Violations of the Code of Conduct**

Board of Education Policy 5550, Student Behavior Code, establishes standards for student behavior and disciplinary consequences for violations of those standards. School administrators have the authority to review and assess each individual situation to determine the type and number of interventions and supports to use if any, prior to imposing any disciplinary consequence. The use of an extended suspension or expulsion as a disciplinary consequence shall be used only as a last resort.

Students will be afforded due process when discipline is administered. The student shall: receive oral or written notification of the suspension charge(s); receive an explanation of the evidence supporting the charges; have the opportunity to respond to the charges and provide a side of the story before discipline is imposed. In accordance with State regulation, a student whose presence in school poses a continuing danger to persons or property may be removed immediately from the school using the disciplinary process or in accordance with Policy 5561, School Use of Reportable Offenses.
**Suspension/Expulsion of Pre-Kindergarten – Grade 2 Students**

In accordance with state law, a student enrolled in pre-kindergarten, kindergarten, first grade or second grade may only be:

1. Expelled from school if required by federal law;
2. Suspended for not more than five (5) school days per incident if the school administrator, in consultation with a school psychologist or other mental health professional, determines that there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions and supports.

**In-School Suspension**

An in-school suspension is the removal within the school building of a student from the student’s current education program for up to but not more than ten (10) school days in a school year for disciplinary reasons by the principal.

**Short-term and Long-term Suspension**

- A **short-term suspension** is the disciplinary removal of a student from school by the principal for up to but not more than three (3) school days.
- A **long-term suspension** is the disciplinary removal of a student from school by the principal for a time period of four (4) through ten (10) school days.

The student or the student's parent shall be given a copy of the Community Resources List for Baltimore County Children and Families.

A student may not participate in extracurricular activities during the length of the suspension.

**Extended Suspension and Expulsion**

An **extended suspension** is the exclusion of a student from a student's regular program for a time period of 11 to 44 school days as determined by the Superintendent/Designee. An extended suspension may occur when the Superintendent/Designee has determined that:

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

An **expulsion** is the exclusion of a student from the student’s regular school program for 45 school days or longer as determined by the Superintendent/Designee. An extended suspension may occur when the Superintendent/Designee has determined that:

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

Following a disciplinary infraction, the school principal shall make a thorough investigation of the matter. If after the investigation, the school principal finds that a long-term suspension, extended suspension or an expulsion is warranted, the school principal shall promptly arrange a conference for the student and the student’s parent with the Superintendent/Designee. The Superintendent/Designee shall conduct a conference with the student and the student’s parent within ten (10) school days of the date of the short-term suspension issued by the principal. The Superintendent/Designee will notify the student and parent in writing of the:
• Time and place of the conference;
• Offenses the student is accused of committing;
• Policy, rule, or regulation the student violated;
• Recommendation by the principal for a suspension longer than ten (10) school days;
• Student’s right to have witnesses and be represented by an attorney;
• Parent/attorney and student’s right to request a copy of the suspension packet from the school 24 hours prior to the hearing.

At the conference, the student shall have the right to review all documentary evidence supporting the charges. The Superintendent/Desigee shall notify the student and parent verbally and in writing of the findings and decision. If, upon consideration of all the evidence presented at the hearing, the Superintendent/Desigee concludes that a long-term suspension, extended suspension or expulsion is warranted, the student or the student’s parent may request mitigation or file appeal to the local Board.

The Superintendent/Desigee shall assign a student to an alternative education program if an extended suspension or expulsion is imposed. Every effort will be made to enlist parent support when assigning a student to an alternative education program. However, the Superintendent/Desigee retains the right to assign a student to an alternative education program when the student and/or the parent does not agree to the placement. The parent has the right to mitigate or appeal the Superintendent/Desigee’s decision to assign a student to an alternative educational program.

Any student who is suspended or expelled from school shall remain off school premises when school is in session; the student may not participate in school-sponsored activities. The suspended or expelled student may return to the school premises during the prohibited hours only for attendance at a previously scheduled appointment, and, if the student is a minor, only if accompanied by a parent.

**Minimum Educational Services**
Students who are suspended or expelled, and who have not been placed in an alternative education program, shall receive daily classwork and assignments, which shall be reviewed and corrected by teachers on a weekly basis and returned to the student. Each principal shall assign a school staff member to be the liaison between the teachers and various students on out-of-school suspension or expulsion and to communicate weekly about classwork assignments and school-related issues.

During short-term suspensions, all students will be provided the opportunity to complete the academic work they miss during the suspension period without penalty.

**Alternative Schools and Other Educational Options**
Students on extended suspension or expulsion will be offered access to educational services via one or more of the following educational options:

- **Alternative Schools**
  Alternative schools are administered by BCPS community superintendents and serve both middle and high school students who have been placed in them by the Superintendent/Desigee; these programs do not offer voluntary enrollment and have a limited number of seats. These full-time programs operate during traditional school hours. Transportation is provided.

- **Home Instruction**
  BCPS elementary school students may be provided instruction at home as administered by the Office of Home and Hospital. BCPS middle and high school students may be provided instruction at home using the services of the BCPS digital school, eLearning, which is administered by the Office of Educational Options.
Both Home and Hospital and eLearning have programs available for a variety of reasons, including, but not limited to, those who have been administratively reassigned.

- **Extended Day Learning Program (EDLP)**
  BCPs high school students may be provided instruction at one of five EDLP sites in the evenings and/or on Saturday morning and is administered by the Office of Educational Options. This part-time program uses a self-paced blended learning model. Students who are placed administratively most often will be provided content specific to the quarter(s) of instruction that they are scheduled to attend; in some cases, students may best be scheduled for credit recovery options. This program serves voluntarily enrolled students as well as those placed in the program. BCPs does not provide transportation to students placed in the EDLP unless the student has an IEP and needs transportation for access to a free and appropriate public education (FAPE).

Parents and students can get more information about the above programs by visiting Educational Options or by calling the office at 443-809-2270.

**Individualized Education Programs (IEPs) and 504 Plans**
Students with 504 plans or IEPs may be disciplined by the school principal for violations of Board Policy 5550 Student Behavior Code. When the disciplinary removal results in removal for more than ten (10) days total in the school year, students are entitled to a meeting to determine if certain conditions were met: 1) if the behavior that caused the suspension is the result of the disability, 2) if the IEP was being implemented at the time of the violation; and 3) if the student’s IEP is appropriate.

The discipline of a child with a disability, including 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 Act (IDEA) and Section 504 of the Rehabilitation Act.

Parents should refer to the Parental Rights Notice provided each year for more information about Maryland procedural safeguards for students with IEPs. In accordance with IDEA, Section 504, and state and federal regulations, students must be provided access to a free and appropriate public education (FAPE) while removed from school.

### Reportable Offenses

The school system is required to provide appropriate educational programs for students who have been arrested by a law enforcement agency for a “reportable offense.” The principal will review the reportable offense notification to assess the impact of safety and security on the school, staff and students. School administrators will determine whether a student’s presence in the home school creates a safety or security risk and recommend that the student’s program be continued at the home school or in an alternative education program. Notice of the reportable offense charge alone may not be the basis for the suspension, expulsion or reassignment of the student. Appropriate educational programming and related services will be provided to an identified student with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and state special education law and regulation (Board of Education Policy 5561 and Superintendent’s Rule 5561).

If a student or a student’s parent disagrees with a decision under this Section, the parent or the student may request a review of the decision. The request for review must be in writing and filed with the Executive Director of Social Emotional Support within ten (10) calendar days of the designee’s decision. The request for review must be deposited in the United States mail, as registered or certified mail or express mail, or deposited with a delivery service (such as federal express, UPS or DHL) that provides verifiable tracking of the item from the point of origin. Electronic (e-mail) submissions will not be accepted.
Appeals/Mitigation of Designee Decision

Appeal Process
Upon appeal, the Board of Education or a designated committee thereof, shall have 45 calendar days from the date the appeal was received to hear the appeal and issue a decision. Each party has the opportunity to present witnesses and be represented by counsel. Unless the student or parent requests a public hearing, the hearing shall be conducted out of the presence of all persons except those whose presence is deemed necessary or desirable by the Board. An appeal to the Board does not stay the decision of the Superintendent/Designee; the decision of the Board is final. (Board of Education Policy 5560 and Superintendent’s Rule 5560).

Consideration of Readmission/Mitigation Process
The student and/or the student’s parent may request mitigation immediately following the Superintendent/Designee’s final determination of a long-term suspension, extended suspension or expulsion. The request for mitigation must be made in writing and filed with the Executive Director of Social Emotional Support (Executive Director) within 10 calendar days of the Superintendent/Designee’s determination. The request for mitigation must be deposited in the United States mail, as registered or certified mail or express mail, or deposited with a delivery service (such as federal express, UPS or DHL) that provides verifiable tracking of the item from the point of origin. Electronic (e-mail) submissions will not be accepted.

The Executive Director of Social Emotional Support may consider the following circumstances in the consideration of mitigation and/or early readmission:

- The student’s disciplinary history;
- Present effort in the academic program, including attendance and citizenship;
- Whether the offense caused a disruption;
- Whether the readmission would cause a disruption;
- Health and safety issue implications for the school; and
- Recommendations of the school staff.

The process of mitigation may take two to four weeks from the date of receipt of the letter requesting the mitigation by the Executive Director of Social Emotional Support. During this time, the student should attend the alternative education program to which the student has been placed and be in the process of completing any requirements for reinstatement, such as the substance abuse program, if required.
Occasionally a student may engage in behaviors that violate the system’s code of conduct. The consequence of the violation may lead to the student’s suspension from school for a few days or placement in an alternative program for a longer period of time. Upon the student’s return from suspension and with the teacher’s guidance, the student should engage in activities to restore the relationships damaged by the misbehavior.

**Defining Restorative Practices**

*Restorative practices* refers to a defined set of behaviors used by students, staff, and administrators in an effort to establish, maintain, and rebuild relationships. Establishing positive relationships begins with the teacher creating a sense of community within the classroom. Through a shared sense of community, instances of disruptive behavior are diminished.

When disruptive behaviors occur in the classroom, the result is harm to the classroom community and to individuals. The student responsible for causing the harm should engage in restorative practices in order to return the relationships or the community to their original, positive state.

**Examples of Restorative Practices**

Listed below are some of the activities considered restorative in nature:

- **Community Circles** – when faced with an issue, the teacher directs the students sit in circle formation. While seated in the circle, students share their thoughts, feelings, and ideas about the issue at hand. The teacher facilitates the discussion among the students by posing one question at a time and soliciting responses from the students. The teacher starts the discussion by handing a student a “talking piece.” Students take turns responding to the question, but only when they are in possession of the talking piece. The use of a talking piece ensures that the conversation is not dominated by the more vocal students and that all students have an opportunity to be heard on the issue. A student, however, may respectfully choose not to respond when the talking piece comes to him or her. As students are talking, the teacher is taking notes and determining how the information shared during the circle will be used to make the classroom community even stronger.

  Community circles can be used to:
  - Build consensus on classroom rules/expectations.
  - Make decisions about procedures.
  - Discuss school-wide, neighborhood, community, or national events affecting students.
  - Address academic or curricular topics.

- **Justice Circles** – similar to a community circle in format and process. The main difference between a community circle and a justice circle is the topic of discussion. Justice circles are used to get students’ input on classroom behaviors, disruptions, and consequences of adverse behavior. While in the circle, students share the impact of misbehavior on them and the classroom community. The goal of the students coming together in this format is for the student who is misbehaving to recognize the damage to the community and to take corrective actions.

  Justice circles can include other participants, such as:
  - Support personnel (i.e., school counselor, social worker, school psychologist, behavior interventionists)
  - Other teachers
  - Grade level administrator
• **Restorative Circles** - similar to a community circle and justice circle in format and process. The main difference between a community circle, a justice circle, and a restorative circle is that the restorative circle is used to welcome back a student into the classroom community after a prolonged absence due to a disciplinary removal. The restorative circle is grounded in students’ needs and desires to fit in and belong. The goal of the restorative circle is to let the student know that he or she is forgiven and welcome to return to the classroom community. The restorative circle is a first step in repairing the damage caused by the behavior of the student who was removed.

• **Positive Language** – the teacher teaches and models for students a respectful way of verbally correcting unwanted behaviors while urging students to engage in more appropriate behaviors. Early in the year, the teacher presents students with a list of words that exemplify the character traits and behaviors that will lead to a safe and orderly classroom community. When necessary, the teacher uses one of those words to address a student who is violating the code of conduct. During the same address, the teacher uses a second word from the list to let the student know of a response to correct the behavior. Through the teacher’s consistent use of the structure and positive language, students internalize the process and begin to interact with each other in the same respectful manner.

• **Peer Mediation** – students moderate a discussion between two or more students who are having a problem with each other. Prior to hosting a session between students, the peer mediators receive extensive training from school counselors on how to diffuse and resolve conflict between classmates. The student-led mediation session is effective because of students’ willingness to talk to peers and to receive advice from them.

Restorative practices are not disciplinary actions and should not be considered disciplinary responses to inappropriate behavior. A student who participates in one or more of the restorative practices listed above is still eligible for and should receive a logical consequence. Logical consequences and restorative practices represent a two-pronged approach for creating a classroom community/school environment that is conducive to teaching and learning.
Annual Notifications

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g) and State law afford parents and students who are 18 years of age or older ("eligible student") certain rights with respect to the student’s education record. These rights include

**Protection of Pupil Rights Amendment**
The *Protection of Pupil Rights Amendment* (20 U.S.C.§1232h) affords parents certain rights regarding the administration of surveys, collection and use of information for marketing purposes, and certain physical exams. These rights transfer from the parents to a student who is 18 years-old or to an emancipated minor under state law. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the United States Department of Education. These areas are:
   a) Political affiliations or beliefs of the student or the student’s parent;
   b) Mental or psychological problems of the student or the student’s family;
   c) Sexual behavior or attitudes;
   d) Illegal, anti-social, self-incriminating, or demeaning behavior;
   e) Critical appraisals of other individuals with whom respondents have close family relationships;
   f) Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
   g) Religious practices, affiliations, or beliefs of the student or of the student’s parents; or
   h) Income, other than as required by law to determine program eligibility.

2. Receive notice and an opportunity for a student to opt out of:
   a) Any other protected information survey, regardless of funding;
   b) Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health or safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
   c) Activities involving the collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others. (This does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions.)

3. Inspect upon request and before the administration or use:
   a) Protected information surveys of students and surveys created by third parties;
   b) Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
   c) Instructional material used as part of the educational curriculum.

**Confidentiality**
The right to provide written consent before the school discloses personally identifiable information (PII) from the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

Prior consent for disclosure of a student record is not required, if the disclosure is to:

1. School officials with legitimate educational interests. A “school official” is defined as an individual employed by, or a person or company contracted by the school system who has a legitimate educational
interest in a student record in order to fulfill professional or job responsibilities, as determined by BCPS. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

2. Upon request, BCPS will disclose, without consent, a student’s education record to another school or school system in which the student seeks or intends to enroll.

3. To comply with a judicial court order or lawfully issued subpoena if BCPS makes a reasonable attempt to notify the parent or eligible student in advance of compliance.

4. To the court when BCPS initiates legal action against the parent or student and a reasonable effort to notify the parent or eligible student has been provided.

5. To appropriate parties in a health or safety emergency.

6. As otherwise permitted by federal or state law and regulations.

Directory Information
FERPA requires that BCPS, with certain exceptions, obtain a parent’s or eligible student’s written consent prior to the disclosure of personally identifiable information from a student’s education record. However, BCPS may disclose designated “directory information” without written consent, unless the parent or eligible student has advised BCPS to the contrary. Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent’s or eligible student’s prior written consent.

The following information has been designated by BCPS as “directory information” and can be released without parental consent: student’s first and last name; dates of school attendance; grade level, school enrollment status; most recent school attended; major field of study; participation in official activities and sports; weight and height of athletic team participants; degrees and awards received; and photographic, video or electronic images.

Parents or eligible students may opt out of having BCPS release their child’s or their directory information in the following ways: in school publications; in BCPS/system-wide publications; in BCPS/system-wide and school communications; to outside news media organizations; and to third parties other than news media organizations.

In order to refuse/decline the release of directory information, the parent or eligible student must log into BCPS One, click on the student information tile/button, select the student’s name from the dropdown menu and then click on the privacy preferences tile/button. The parent may request that BCPS not release their child’s directory information by checking the appropriate boxes. If a parent or eligible student does not have access to the Internet: the parent/eligible student may contact the child’s school principal to use a computer terminal to access BCPS One; or complete the Student Privacy Options (Rule 6202, Attachment) and submit the form to the child’s school principal. The student privacy option required under this paragraph must be completed by October 1 each school year or within 30 days of the student’s enrollment in school. If the parent wishes to change the child’s privacy option after the deadline, the parent must complete the Student Privacy Options and submit the form to the child’s school principal. (Rule 6202, Attachment)

Privacy Options Other Than Directory Information
BCPS also affords parents or eligible students the right to out-of the following by completing the privacy preferences in BCPS One or by completing the Student Privacy Options and submitting the form to the child’s school principal.

Military Recruiters and Institutions of Higher Education
Federal law requires BCPS to provide, on a request made by a military recruiter or institution of higher education, access to a secondary school student’s name, address, and telephone number, unless the parent or eligible student has notified the school principal in writing that this information is not to be disclosed. State law
also requires BCPS to provide the same information to official recruiting representatives of the military forces of Maryland and the United States in order to inform students of educational and career opportunities available in the military. Parents may request that their child’s name, address, and telephone listing not be disclosed to military recruiters and institutions of higher education by completing the privacy preferences in BPCS One or submitting the **Student Privacy Options** to their child’s school (**Rule 5230**).

**Student Intellectual Property**

BCPS may publish and/or display a student’s intellectual property and/or student-created publications and productions created during school-sponsored activities and/or learning experiences. Student-created works may be displayed in schools, at school-sponsored events, or used in BCPS publications or communications through digital and print media including: school newsletters, yearbooks/memory books, brochures, BCPS/school websites, social media sites (e.g., Facebook™, Instagram, Twitter™, Flickr, blogs, etc.), the school system’s cable television channel or by other means. Parents or eligible students may request that their child’s intellectual property and publications/productions not be published or displayed completing the privacy preferences in BCPS One or submitting the **Student Privacy Options** to their child’s school. (**Rule 6202**)

BCPS will assume that you have not opted out of the disclosure of your child’s information, unless you have completed the privacy preferences in BCPS One or submitted the **Student Privacy Options** to your child’s school no later than October 1 or within 30 days of enrollment in a BCPS school.

**Right to Inspect and Review**

The right to inspect and review the student’s education record within 45 days after the day the school received the request. Parents of eligible students who wish to inspect their child’s or their education records should submit to the school principal a written request that identifies the education record they wish to inspect. The school principal or designated school official will make arrangements for access and notify the parent or eligible student of the time and place where the student’s record may be inspected.

**Request to Amend a Student’s Record**

The right to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend their child’s or their education records should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. (Superintendent’s **Rule 5230, Student Records**).

**Right to File a Complaint**

The right to file a complaint with the U.S. Department of Education concerning alleged failures by BCPS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

**Videotaping on School Property, Including School Buses**

BCPS possesses the ability to videotape students on school property and to videotape (including audiotape) while on its school buses. At the discretion of the Superintendent or his/her designee, videotapes may be used for disciplinary purposes.
Visitor Identification System
Visitors to BCPS schools and offices must register at the visitor sign-in location and present a driver’s license or other government-issued photo identification. School or office staff will enter each visitor’s information into the identification system. After a visitor is cleared for entry, a visitor’s pass will be printed. Visitors are required to display the visitor identification pass on the front of their clothing throughout the visit. Upon conclusion of the visit, visitors must return the pass to the office and sign out before leaving the building.

One-Card Identification System
Students and staff are required to have their One-Card identification badge visible on their person during school hours and while at school-sponsored events as long as wearing the badge does not present a safety concern (Rule 3710). One-card badges are the property of BCPS. However, students and staff are responsible for maintaining an operable identification badge during enrollment or employment. If the One-card is lost or damaged, a fee of $5 will be assessed for a replacement badge.

Meal Charging/Alternate Meals/Collection Procedures
The Office of Food and Nutrition Services (OFNS) operates the Child Nutrition Program, ensuring that all students have access to healthy meals. Meals are available for purchase at published prices. Subsidized meals are available for those who qualify. Payment for meals is due upon service. Cash, personal checks, or the online credit card pre-payment system may be used. Elementary and middle school students who do not have funds to cover the meal cost may be extended credit for up to $6. When the $6 maximum has been reached, students will be offered an alternate meal. Notification shall be sent to parents for collection on the balance owed for unpaid charges. High school students will only be offered an alternate meal. Additional information regarding charging meals, alternate meals, and collection procedures is available on the OFNS website.

School Health Services
A full-time registered nurse is assigned to each school. The school nurse provides a comprehensive health services program to students and staff. In addition to the school nurse, each school has at least one staff member with training in CPR and first aid.

Vision and hearing screening programs are conducted by the Baltimore County Department of Health in pre-kindergarten (age 4) or kindergarten, and in grades 1, 4, and 8. If you do not want your children to participate in these screenings, please notify the school nurse in writing.

If there is a medical concern that requires your child to carry emergency medications, such as inhalers for asthma or an Epi-Pen®, please talk with your school nurse.

Allergen-free lunch tables are available for students with food allergies, upon request. Please alert the school nurse if your child requires any accommodations related to a medical concern.

Policies
The following are summations of policies related to student behavior as of July 1, 2019. The current policies and rules are available at BCPS Policies and Rules.

Visitors
Visitors to Schools and Offices Policy 1240 and Rule 1240 defines a visitor as “any person who is not an employee, or currently registered student of the school.” Classroom visits and conferences by parents and other authorized individuals are encouraged. Such visits and conferences must be arranged in advance with the school principal or with the classroom teacher. Classroom visits and conferences must be conducted in such a manner that the visits and/or conferences do not interfere with the classroom activities of any student in the class.
Prior to initiating any school or school system-related business, visitors to any BCPS school or office are required to:

1. Present a driver’s license or government-issued photo;
2. State the purpose for the visit; and
3. Wear a visitor’s pass or BCPS identification badge at all times during the visit.

School system employees and School Resource Officers may demand identification and the reason for the visit from any person who desires to enter Board property. Any school system employee who observes a visitor without a visitor pass should direct the individual to the main office or designated sign-in location.

**Denial of Access**

An authorized employee may deny access to BCPS property to any person who:

1. Is not a bona fide, currently registered student or a BCPS employee assigned to the site and who does not have lawful business to pursue at the site;
2. Is a bona fide, currently registered student at the school and has been suspended or expelled from the site, for the duration of the suspension or expulsion;
3. Is an employee or student who has been denied access to the site as a result of an administrative action;
4. Acts in a manner that disrupts or disturbs the orderly conduct of the activities, administration or classes of the school;
5. Molests or threatens with bodily harm any student, employee, agent, or any other individual who is lawfully on school grounds or in the immediate vicinity of the school, on a school vehicle, at a school-sponsored activity or on any property owned by the school system and is used for administrative or other purposes; or
6. Is a registered sex offender, unless permission has been requested and granted prior to visiting a school in accordance with state law.

Any school or office visitor who refuses to follow procedures for visitation or who fails or refuses to leave after being asked to do so may be denied access to the buildings or grounds of the school system. The school principal or building administrator is responsible for investigating instances of alleged violations and issuing a no trespass letter in accordance with established school system procedures.

**Bullying, Cyberbullying, Harassment, or Intimidation**

The Board of Education prohibits bullying, cyberbullying, harassment, or intimidation by any person on Board property, at a school-sponsored activity or event, on a school bus or that substantially disrupts the orderly operation of a school. (Board of Education Policy 5580 and Superintendent’s Rule 5580).

- **Bullying** is defined as a pattern of behavior when a person repeatedly uses power in an intentional manner, including verbal, physical, or written conduct or intentional electronic communication against one or more students.
- **Cyberbullying** is defined as a communication transmitted by means of an electronic device, including the use of social media sites, telephone, cellular phone, computer, tablet or any other electronic device.
- **Harassment** includes actual or perceived negative actions that offend, ridicule, or demean another individual with regard to race, national origin, marital status, gender, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability.
- **Intimidation** is defined as subjecting an individual to intentional action that seriously threatens and induces a sense of fear and/or inferiority.
- **Sexual harassment** is defined as any deliberate and/or repeated unwelcome behavior of a sexual nature, whether it is verbal, nonverbal or physical.
Students who engage in behaviors that constitute bullying, cyberbullying, harassment, or intimidation, making a false accusation of and/or commit an act of reprisal or retaliation related to bullying, cyberbullying or intimidation will be disciplined in accordance with Board Policy and Superintendent’s Rule 5550, Student Behavior Code. Students may report bullying, cyberbullying, harassment, or intimidation without fear of harmful consequences.

A student who is a victim of or witness to bullying, cyberbullying, harassment or intimidation should report the incident to an administrator or staff member or report the incident using the Bullying, Harassment, or Intimidation Reporting Form. Bullying, Harassment or Intimidation Reporting Forms may also be submitted to the school administrator by a student, parent or guardian, or close adult relative on a student’s behalf. Once submitted, this report goes directly to the e-mail of the principal of the target’s school.

The paper version of the Bullying, Harassment, or Intimidation Reporting Form is available in the school’s main (front) office, the school counselor’s office, and on the school system’s website. It can also be obtained from the principal, the principal’s designee, or downloaded from the BCPS’ website. Completed forms should be given to the principal of the school or the principal’s designee.

**Gangs, Gang Activity, and Similar Destructive or Illegal Group Behavior**

The Board of Education prohibits gang activity and similar destructive or illegal group behavior on school property, on school buses, and at school-sponsored activities. The Board of Education further prohibits reprisal or retaliation against an individual who reports gang activity or similar destructive or illegal group behavior or who is a victim, or witness to, an act of gang activity.

Therefore, students shall not engage in any act furthering the interest of any gang, gang activity or similar destructive or illegal group behavior, including, but not limited to, the following: soliciting, with or without coercion, membership in or affiliation with any gang; painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs on school property; engaging in violence, extortion, or any other illegal act or other violation of school discipline policies in furtherance of gang activity; soliciting any person to engage in physical violence against another person in furtherance of gang activity; and/or using social media to further the interest of any gang, gang activity, or similar destructive or illegal group behavior.

Students who violate Board of Education Policy 5551 and Superintendent’s Rule 5551 shall be disciplined in accordance with Board of Education Policy and Superintendent’s Rule 5550, as well as any applicable criminal or civil penalties.

Incidents of suspected gang activity or similar illegal group behavior should be reported to an administrator or staff member or individuals may report the gang activity using the Gang-Related Incident Reporting Form. The Gang-Related Incident Reporting Form may be obtained from the principal, the principal’s designee, or on the BCPS website.

**Student Use and Possession of Tobacco**

The school buildings and grounds of Baltimore County Public Schools are tobacco-free and smoke-free. The sale, use, or possession of tobacco products, tobacco-related devices, imitation tobacco products, lighters, vaporizers, electronic cigarettes, and other electronic nicotine delivery systems is prohibited on school property and at any school-sponsored activities. As described in Board of Education Policy 5530 and Superintendent’s Rule 5530, administrators will process violations.

**Medication: Prescription and Non-Prescription**

Students who require medication during the school day must provide the school nurse with an order from a licensed health care provider and deliver the medication to the school nurse in the original prescription container labeled with the student’s name, dose/strength, and specific administration directions. All medication must be administered by the school nurse or a trained staff person. Written permission from the school nurse, parent, and health care provider is required before a student may carry or self-administer any specialized medical treatments
including, but not limited to, use of EpiPen, inhalers and insulin. School nurses may administer certain
nonprescription medications for certain conditions (e.g., headache) with parent permission. Please see Policy 5540
and Rule 5540.

**Alcoholic Beverages and Drugs**
The possession, use, and distribution of alcoholic beverages, controlled dangerous substances, drug paraphernalia,
or intoxicants in any quantity is prohibited on school property and at any school-sponsored activity. Students who
violate the provisions of Board of Education Policy 5540, Alcoholic Beverages, Controlled Dangerous
Substances, Intoxicants, Prescription and Nonprescription Drugs, may be disciplined in accordance with Board
Policy and Superintendent’s Rule 5550, Student Behavior Code. Definitions for alcoholic beverages, other illegal
substances, and paraphernalia are found in the Board of Education Policy 5540.

The school administrator shall report any instances of the possession, use, and distribution of alcohol and other
drugs to the Baltimore County Police Department. As required by law, if suspected illegal drugs are found and/or
confiscated by school personnel, the administrator must report the incident to the Baltimore County Police
Department by informing the school resource officer in the secondary school or by dialing 9-911 to request a police
officer to take possession of the suspected illegal drug.

**Voluntary Admission of Drug Use**
A student who is neither under the influence nor in possession of drugs and voluntarily seeks information from a
teacher, counselor, principal or other professional educator employed by BCPS to overcome any form of drug use,
will be provided with support and resources to assist the student with the concern. A statement made by the
student concerning drug use under these circumstances is not admissible against the student in any disciplinary
proceeding. [Rule 5540](#)

**Required Counseling and Education**
All students found guilty of being under the influence of drugs/alcohol, possessing drugs/alcohol,
distributing drugs/alcohol, must fulfill the following requirements before being reinstated to their regular
school program:

1. Participation in a drug and alcohol screening process conducted by the Baltimore County Bureau of
   Behavioral Health.
2. Attendance and participation in a mandated counseling and drug education program prior to readmission
to the regular day school program as recommended by the Baltimore County Bureau of Behavioral Health.

**Reporting Child Abuse and Neglect**
If you have a concern about a child's safety, call for help. Reporting is confidential.

Baltimore County Protective Services for Children
410-887-TIME / (410-887-8463)

Protective Services for Children provides assistance to families to ensure the safety and well-being of children.
The success of our school system is dependent upon our stakeholder groups being informed at all levels and working collaboratively to achieve shared goals. Students represent our most significant stakeholder group. As such, keeping students informed about policies, rules, procedures, and expectations is the main purpose of this student handbook.

To keep students, parents, and other stakeholder groups informed about behavioral expectations for students within Baltimore County Public Schools, this handbook has outlined important information related to:

- Prevention
- Logical Consequences
- Restoration

I have received a copy of the Baltimore County Public Schools Student Handbook. The handbook was explained, and I was given an opportunity to ask questions about the code of student conduct, the disciplinary process, the scope of authority, and my responsibilities and rights. I was informed that I may meet individually with my assistant principal to discuss the handbook in more detail. With my signature, I am indicating my full understanding of the policies and procedures outlined in the student handbook as they relate to:

- The Baltimore County Public Schools code of conduct.
- The disciplinary process including Category I, II, and III offenses.
- The scope of authority of my administrators to intervene in issue affecting the school.
- My responsibilities and rights as a student of the Baltimore County Public Schools system.

I have discussed the Student Handbook 2019-2020 with my child and we are aware of the student code of conduct, the disciplinary process, the system’s scope of authority, and the students’ responsibilities and rights.
Legal and Policy References

UNITED STATES CODE
17 U.S.C. §§ 106, et seq., Copyright Act
18 U.S.C. §§2510-2522, Electronic Communications Privacy Act
20 U.S.C. §§ 1681, et seq., Title IX of the Education Amendments of 1972
20 U.S.C. § 1232g, Family Educational Rights and Privacy Act (FERPA)
20 U.S.C. § 1232h, Protection of Pupil Rights Amendment (PPRA)
20 U.S.C. §§ 1400, et seq., Individuals with Disabilities Education Act (IDEA)
20 U.S.C. §§ 7101, Safe and Drug-Free Schools and Communities Act
20 U.S.C. § 7151, Gun-Free Schools Act
20 U.S.C. § 7908, Armed Forces Recruiter Access to Students and Student Recruiting Information
29 U.S.C. 794, Section 504 of the Rehabilitation Act
41 U.S.C. §8104, et. seq., Drug-free Workplace Act
47 U.S.C. §254(h), Children’s Internet Protection Act

ANNOTATED CODE OF MARYLAND
Crim. Law Art. §3-805, Misuse of Electronic Mail
Crim. Law Art. §4-124, Designation of Drug-free School Zones
Crim. Law Art. §§5-101, et seq., Controlled Dangerous Substances, Prescriptions, and Other Substances
Crim. Law Art. §10-107, Distribution of Tobacco Product to Minor
Crim. Law Art. §10-108, Possession of Tobacco Product by Minor; Use of False Identification
Crim. Law Art. §11-203, Sale or Display of Obscene Item to Minor
Educ. Art. §7-111, Access to Military Recruiters
Educ. Art. §§7-301 to -311, Attendance and Discipline of Students
Educ. Art. §§7-401 to -435, Health and Safety of Students
Gen. Prov. Art. §4-313, Student Records
Health Gen. Art. §§24-501 to -511, Clean Indoor Air Act

CODE OF MARYLAND REGULATIONS
13A.01.04.03, School Safety
13A.02.04, Tobacco-Free School Environment
13A.05.01, Provision of a Free Appropriate Public Education
13A.05.02, Administration of Services for Students with Disabilities
13A.08, Students

BALTIMORE COUNTY CODE
Miscellaneous Provisions and Offenses Article §17-1-118, Synthetic Cannabinoid

BOARD OF EDUCATION POLICIES AND SUPERINTENDENT’S RULES  [See BCPS Website]
Policy 0100, Equity
Rule 1120, Copyright
Policy and Rule 1240, Visitors to Schools and Offices
Policy and Rule 3532, Restitution for Vandalism
5000 Sub Series, Students
5100 Sub Series, Enrollment and Attendance
5200 Sub Series, Promotion and Retention
5300 Sub Series, Activities
5400 Sub Series, Services to Students
5500 Sub Series, Conduct
5600 Sub Series, Students’ Responsibilities and Rights
Policy and Rule 6202, Technology Acceptable Use Policy (TAUP) for Students
Policy and Rule 6702, Extracurricular Activities
Policy and Rule 6800, Field Trips and Foreign Study Programs

MISCELLANEOUS
Blueprint 2.0, Our Way Forward
POLICE EMERGENCY
911

SAFE SCHOOLS TIP HOTLINE
1-833-MD-BSAFE

TEXT/E-MAIL
hotline@bcps.org

BALTIMORE COUNTY CRISIS HOTLINE
1-800-422-0009

NATIONAL SUICIDE PREVENTION LIFELINE
1-800-273-TALK

BALTIMORE COUNTY DEPARTMENT OF SOCIAL SERVICES REPORTING HOTLINE & HOMELESS SERVICES
410-887-TIME

Published by the Department of Social-Emotional Supports

NOTICE OF NONDISCRIMINATION
The Board of Education of Baltimore County does not discriminate on the basis of age, ancestry/national origin, color, disability, gender identity/expression, marital status, race, religion, sex, sexual orientation, genetic information, or veteran status in matters affecting employment or in providing access to programs and activities and provides equal access to the Boy Scouts and other designated youth groups. For inquiries related to the Board’s nondiscrimination policy, please contact: EEO Officer, Office of Equal Employment Opportunity, Baltimore County Public Schools, 6901 N. Charles Street, Building B, Towson, Maryland 21204 (443-809-8937). There is a compliance officer responsible for identifying, preventing, and remedying prohibited harassment concerning students. Complaints of harassment should be directed to the Executive Director, Department of School Safety, 6910 Pulaski Park Drive, Suite 210, Baltimore, Maryland 21220.

BALTIMORE COUNTY PUBLIC SCHOOLS
6901 N. Charles Street
Towson, Maryland 21204

www.bcps.org