

ACPS Local Code of Discipline

STUDENT DISCIPLINE FILE: JK

Purpose

To establish a framework of values, standards and expectations to guide the administration of student discipline

Definitions

N/A

Policy Statement

The Board of Education expects students, parents and teachers to share in the responsibility of appropriate behavior in the ACPS system. It is the responsibility of everyone associated with the school— staff, students, parents, and members of the community – to teach, promote, and model self discipline in order to preserve the quality of our educational environment

Appropriate student behavior is behavior that is conducive to the orderly operation of the schools and facilitates the accomplishment of the educational mission of the schools. Proper student behavior is expected in halls, classrooms, on campus, and while attending extracurricular activities. Our discipline philosophy is based on the goals of acknowledging, fostering, and teaching positive student behavior. The discipline is designed to teach appropriate behavior, encourage more effective habits of conduct, and promote the development of self-discipline.

Consistent with the belief that we continuously teach by example and that training is important in the development of good citizens, ACPS adopts the principles of continuous improvement, equity, fairness, and restorative practices. Restorative practices and positive behavioral interventions and supports should be considered and used in conjunction with disciplinary measures.

A discipline matrix shall be used as a guide to administer the progressive discipline policy. This policy will be implemented in conjunction with guidelines set forth by the “Individuals with Disabilities Education Act” (IDEA) and Sec. 504 of the Rehabilitation Act of 1973. Rules and practices incorporated in the progressive discipline policy have been established to allow for the efficient uninterrupted education of our students and the safe operation of schools.

Schools have the responsibility of developing and reviewing individual school practice by utilizing the School Improvement and/or Pupil Services Team. School administrators have the ultimate responsibility for administering student discipline. Encouraging positive behavior and the appropriate levels of restorative practices to repair harm and restore relationships should be utilized. Depending on the seriousness of the violation, administrators have the authority to determine the range of the disciplinary action. All disciplinary action will be aligned with COMAR and the *Maryland Guidelines for a State Code of Discipline* both of which are hereby incorporated by reference.

Without effective discipline of students, the school cannot discharge its primary responsibility – education and the development of citizenship, and students cannot realize their greatest opportunities for educational growth.

ACPS Glossary of Terms

Disposition/Action Codes: These codes are defined in a tiered response with the goal being that administrators will transition through all of the disposition possibilities before placing a student on an out-of-school suspension.

Phone/Parent Outreach/Note sent home (Tier I): This includes a contact with a parent by teacher or administrator. This contact informs parents/guardians of their child's behavior and seeks their assistance in correcting inappropriate or disruptive behavior. This may also include a note/email sent home to alert the student's parent of behavioral or academic concerns.

Conference (Tier I/II/III): A conference that is held that direct dialogue that may occur

Apology (Tier I/II): An apology is a written or verbal response to a student, teacher or administrator that is utilized to repair harm.

Lunch Detention (Tier I/II): Assigned by administration or designee that removes the student from the cafeteria during his or her regularly assigned lunch time. (Restorative component to be utilized by the teacher and/or guidance counselor.)

Detention After School (Tier I/II): A detention assigned by staff or administration that will be held after school for a designated period of time.

Time Out of Class (Tier I): An administrator may remove a student from a particular class for a minimal amount of time.

In-School-Intervention (ISI) (Tier II): An action given by the administration where the students will receive all academic classes in the in-school intervention room. This action is not coded as a suspension. Students who are placed in ISI will be provided with the Project Wisdom Research-Based Restorative Practice Program.

In-School-Suspension (ISS) (Tier II/III): An action given by the administration where the student receives academic classes in the in-school suspension room. All students assigned ISS will be provided with the Project Wisdom Research-Based Restorative Practices Program. Suspension (In-School) Removing a student within the school building "from the student's education program for up to but not more than 10 days in a school year for disciplinary reasons by the school principal." COMAR 13A.08.01.11(B)(4): In school suspensions require the following: a) "A student may not receive an in-school suspension "unless the student has been informed of the reason for the suspension and has been given an opportunity to respond before the suspension becomes effective. b) The school principal shall provide the student's parents with written notification of the in-school suspension action taken by the school. c) After 10 days of

cumulative in-school suspension, the student, the student's parents or guardian, and the principal shall confer. d) The student's school of current enrollment shall make provision for the student's education during the period of in-school suspension. e) Local school systems shall develop policies pertaining to student's participation in extracurricular activities if the student receives an in-school suspension. f) Local school systems shall develop and implement a behavioral program of positive interventions to address the causes of behavior as part of an in-school suspension." COMAR 13A.08.01.11(C)(2).

Restitution (Tier I/II/III): Requiring a student to compensate others for any loss, damage, or injury that has resulted because of a student's behavior. Compensation may be made monetarily or by a student's assignment to a school work project, or both.

- Pursuant to the COMAR 13A.08.01.11(D), if a student violates a State or local law or regulation, and during or as a result of the commission of that violation damaged, destroyed, or substantially decreased the value of school property or property of another that was on school property at the time, the principal shall require the student or the student's parent or guardian to make restitution, after a conference on the matter with the student, the student's guardian, and other appropriate individuals. Monetary restitution may not to exceed \$2,500 or the fair market value of the property, whichever is lesser.

Therapeutic Intervention (Tier I/II/III): An action given by the administration where the student receives academic classes in the in-school suspension room. All students assigned ISS will be provided with the Project Wisdom Research-Based Restorative Practices Program. Students who are assigned Therapeutic Intervention will be seen by a guidance counselor, behavior specialist, or mental health case worker.

Academic Village (Tier II/III): A code used by only high school administration. The academic village may be utilized as a classroom where students are provided academic instruction in one or all of their academic classrooms. This Academic Village is housed within the student's home high school.

Out-of-School Suspension (O) (Tier III): Assigned by the administration in response to an infraction that is either an: extreme disruption, weapons possession, violence (attack on student or adult or fight), possession of controlled substance with intent to distribute OR after exhausting the tier I and II interventions. After a student has been placed on an out-of-school suspension, a conference between the student and their parents and an administrator or appointed designee must occur.

- (Short term out of school) Removing a student from the school building for a specified period of time that is 10 school days or less, according to current state law. 13 Maryland

Guidelines for State Code of Discipline A student may not be suspended solely for attendance-related issues. MARYLAND ANNOTATED CODE, EDUC. § 7-305(b)

- 1. A suspension is a lawful absence, COMAR 13A.08.01.03, therefore suspended students must be given access to make-up coursework, COMAR 13A.08.01.05(5). Students should be given full credit for course work in accordance with school policies that control completion of work for credit following other excused absences.
- (Long term out of school) The removal of a student from school for a time period between 4-10 school days for disciplinary reasons by the principal COMAR 13A.08.01.11(B)(5). A student may not be suspended solely for attendance-related issues. MARYLAND CODE ANNOTATED, EDUC. § 7-305(b)
 - 1. A suspension is a lawful absence, COMAR 13A.08.01.03, therefore suspended students must be given access to coursework, COMAR 13A.08.01.05
- (Extended out of school/Placement at RESTART) Extended suspension -The exclusion of a student from the student's regular school program for a period between 11 and 45 days, which may only occur under the following circumstances:
 - (a) The superintendent or designated representative has determined that:
 - (i) the student's return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students or staff; or
 - (ii) the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.
 - (b) The superintendent or designated representative limits the duration of the exclusion to the greatest extent practicable.
 - (c) The school system provides the excluded student with comparable educational and appropriate behavior support services to promote successful return to the student's regular academic program. COMAR 13A.08.01.11 (B)(3).

Learning Assistance Program (LAP): An action given by the administration where the students will receive all academic classes in the LAP room. This action is not coded as a suspension. Students who are placed in LAP Program will be provided with the Project Wisdom Research-Based Restorative Practice Program. Classroom management practices should be followed at all times in order to provide a productive and disciplined classroom. When appropriate and consistent classroom management strategies and documented office referrals do not allow for desired results, behaviors may be targeted and the student may need to spend a determined amount of time in the Learning Assistance Program.

- Learning Assistance Program goals:
 - Provide individual behavior management plans, which teach socially appropriate behaviors and encourage academic achievement.
 - Provide a highly structured academic setting for students who are temporarily experiencing academic, social and emotional difficulties in the school setting.
- Placement in LAP is made by the school administrator. Teachers will provide LAP staff with materials and work assignments. Additional assignments may be made by the LAP staff.
- Teacher documentation and parental input is essential for this program to be a success in the elementary setting.

Definitions of Multi-Tiered Supports within the regular school environment

Multi-tiered System of Supports (MTSS): Tier I, Tier II, and Tier III. A federally mandated initiative to mitigate special education identification. MTSS is an evidence-based systematic approach to address lagging academic and behavioral skills. Components include: universal screening recommendations to identify and respond early to lagging skills and a pyramid of interventions with three levels gradually increasing supports and interventions to smaller percentages of students.

Tier I: Any intervention or support that applies to all students; also a designation for students who have fewer than two office discipline referrals; any classroom-level response/support implemented by a teacher or any action code that an administrator may use for Levels 1-2 on the MSDE Discipline Matrix.

Examples of Tier I Intervention:

- school-wide PBIS incentives
- classroom management
- connection circles; academic circles
- Restorative Questions
- Second Step

Tier II: interventions or supports that apply to students in greater need (academically or behaviorally); also a designation for students who have between 3-5 office discipline referrals; also any administrator response/support implemented by counselors, specialists, or other special program staff who mentor small groups. The goal is for each school to develop a list of Tier II

interventions that are applicable to the particular needs of the student/s. Examples of Tier II interventions may include but are not limited to the following:

Examples of Tier II:

- Phone Call Home/Parent Conference
- Daily CI/CO
- Check and Connect mentoring
- Restorative Practice lunch groups
- Project YES
- Guys With Goals
- Why Try
- Student Contract/Goal Setting
- The Wisdom Room
- Project Wisdom
- Breaks In ISI Room
- Peer Connections
- Mentoring
- Ripple Effects
- Other: break cards, reinforcement survey, intensifying classroom management, create if-then statements together, etc.

Tier III: Personalized interventions or supports designed for students who exhibit great need academically and/or behaviorally; also a designation for students who have 6+ office discipline referrals; also any administrator response/support implemented by administrators, counselors, or behavior specialists (i.e. MTSS integrated support plan).

Examples of Tier III

- Continue with Tier II supports
- FBA Student Interview
- FBA Teacher Portion
- FBA Data Collection Sheet
- Observation of Student
- Tier III Integrated Support Plan or BIP
- Extended AV Program
- Continued monitoring/data collection
- Individual counseling

Process for Tier III

- Monitored on PST list
- Tier II supports have failed
- FBA Student Interview
- FBA Teacher Portion

- Begin data collection
- Classroom observation if necessary
- Follow up after observation- strategies to both teachers and students
- BIP or ISP
- Continued monitoring and adjust as needed

Critical Definitions:

Academic Circle: (Tier I) RP circle that can be used for formative assessment or practice especially with any topic that involves discussion.

Affective Questions: (Tier I/II) Also called restorative questions. A series of questions to respond to challenging behaviors such as: What happened? What were you thinking of at the time? And, what do you think you need to do to make things right?

Assignment: (Tier I) An assignment is a teacher-lead intervention that allows the student to repair harm within the classroom community.

Behavior Intervention Plan (BIP): (Tier III) A Behavioral Intervention Plan offers positive behavioral interventions, strategies, and supports designed by school staff to correct inappropriate or disruptive school behavior.

Check and Connect: (Tier II/III) A daily or weekly mentoring tier II intervention.

Check in/Check Out (CI/CO): (Tier II/III) A daily or weekly mentoring tier II intervention with a parental connection component.

Chronic and Extreme Disruption (Tier III): For a change of placement to be considered for disruptive behavior, the disruptions must be both chronic and extreme. For behavior to be extreme, behavior is more severe than the administrator typically observes for incidents with the same violation coding; behavior interferes with the teacher's ability to teach and the students' ability to learn; behavior interferes with the ability of administrators to manage the school in a safe and orderly manner; interventions have been exhausted and the behaviors continued. To be considered chronic, the extreme behavioral disruptions must occur in multiple classroom settings across the school day and occur at least three times within 45 consecutive school days. Tier II/III interventions should be in place.

Classroom-based Responses: (Tier I): Prompting a student to reflect on her/his behavior using classroom strategies such as time-out, teacher-student conference, reflection chair, redirection (e.g., role play), seat change, call home, loss of classroom privilege, or apology letter.

Confer: When a teacher sends a student out of class with an ODR, COMAR requires a discussion or dialogue by any means (telephone, electronic mail, or a face-to-face meeting)

where the views of the referring teacher are communicated and considered. The ultimate response is the administrator's decision.

Connection Circle: (Tier I/II/III) A circle that focuses on breaking the ice of a new group or deepening the connection of a more established group. Connection circles can be fun and in a game format or more serious and focused with higher risk questions.

Duties: (Tier I) Any assigned duty that has been given to the student as a strategy to assist with classroom behavior.

Educational Equity (COMAR): every student has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being and to view each student's individual characteristics as valuable.

Equity Lens: for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

Formal Conference: A formal conference is a circle that has a strict set of guidelines and results in a formal, binding document. There is specific intensive training that must be completed in order to lead/facilitate a formal conference. Formal conferences always end with the entire group breaking bread together which is part of the catharsis.

Functional Behavior Assessment: A Functional Behavior Assessment gathers information about students' inappropriate or disruptive behavior and determines approaches that school staff should take to correct or manage that behavior. The information is then used to develop a Behavioral Intervention Plan for the student.

Integrated Support Plan (ISP): Schools develop and deliver intensive intervention plans for students who demonstrate especially high needs. This group typically comprises approximately 1-5% of the student population. Tier III interventions usually include multiple strategies, including both instructional and contingency management interventions (e.g. involvement of social workers, mental health professionals, etc).

Office Discipline Referral (ODR): [elementary](#); [secondary](#)

Positive Behavior Intervention and Supports (PBIS): (Tier I/II/III) Positive Behavior Support is a process for teaching children appropriate behavior and providing the supports necessary to sustain that behavior. It is a framework for systems to identify needs, develop strategies, and evaluate practice toward success.

Pupil Service Team (PST): Attendance and behavior team made up of: PPW, nurse, administrator(s), counselor(s), behavior specialist, Project YES coordinator, and any other personnel designated by the school principal.

Restitution: Maryland law requires restitution in the form of monetary reimbursement (up to \$2500) or school work projects performed by students or their parents when the student damages school or personal property.

Restorative Practices (RP): Restorative Practices are a framework for building community and for responding to challenging behavior through authentic dialogue, coming to understanding, and making things right (IIRP). **Tier I:** Strategic community building in the classroom and the school. **Tier II/III:** Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation with the student who caused the harm.

Restorative Questions: Also called affective questions; a series of questions to respond to challenging behaviors such as: What happened? What were you thinking of at the time? And, what do you think you need to do to make things right?

Restorative Circle: Circles used to repair harm to individuals or the community.

School-to-Prison Pipeline: The school-to-prison pipeline is best understood as a chain of policies and practices that push a student out of school and into the juvenile or criminal justice system (Bouchein, 2015; Wald & Losen, 2003). The school-to-prison pipeline is facilitated through a combination of factors: overly harsh “zero tolerance” discipline policies and practices; consequential and biased disciplinary decisions by teachers and administrators; increased police presence in schools, the criminalization of trivial code of conduct infractions; and segregated and under resourced schools.

Social Emotional Learning (SEL): (Tier I/II/III) Specific skills are identified; skills align with developmentally appropriate behaviors; skills can be assessed to determine an individual student profile of lagging skills that may be contributing to concerning behaviors; long term engagement in SEL is appropriate, in particular for individuals with significant lagging skills.

Student Risk Screening Scale (SRSS): (Tier I) The Student Risk Screening Scale, SRSS, is a tool used for internal and external behavior screening in Allegany County Public Schools. Since the focus for ACPS is to implement Restorative Practices for developing and maintaining community within the school system, and to manage conflicts via a continuum of support levels, the SRSS has been adopted as a universal screener that can methodically assess all students for the purpose of coordinating school-based interventions and providing access to community resources and services. The SRSS is not diagnostic, rather a tool to gather proactive data to assess the potential need for interventions.

Trauma Informed Response: An approach with a neurological basis that childhood experiences impact brain development which can manifest in behavioral, emotional, and physical outcomes; references and uses Adverse Childhood Experiences (ACE) study; use of community and school

based supports to wrap services around a student and family to mitigate the impact of trauma; long term approach with ongoing effort; focus on treating the whole person rather than individual symptoms or specific behaviors.

Virtual Learning: During this period of global pandemic, a student may be moved to virtual learning if the student refuses to wear a mask or maintain social distancing. There must be a conference with the parent and intervention (particularly for young students who need to be taught about health and safety requirements). Students who have a disability or documented health condition that prevents them from wearing a mask will be exempt. ***Moving a student to virtual learning is not a suspension.*

Tiers of Intervention

<p>Tier I: Classroom, Support and Administrative Interventions</p>	<ul style="list-style-type: none"> *Classroom based interventions (Verbal correction, written reflections, apology, change in seating, circles, etc.) *Conflict resolution *Development of behavior contract *Formal/informal school based meeting *Parent outreach *Peer mediation *Referral to mental health services *Referral to School Counselor *Re-teaching of classroom/school rules and expectations *Student Support Team referral *Teacher/Parent conference
<p>Tier II: Support, Removal and Administrative Interventions</p>	<ul style="list-style-type: none"> *Check-in/check-out *Check and Connect *Community service *Development of behavior contract *Development of Behavior Intervention Plan *Functional Behavior Assessments *Parent/Administrator conference *Project Wisdom

	<ul style="list-style-type: none"> *Referral to substance abuse counseling services *Referral to community based agencies *Referral to mental health services *Restitution *Student Support Team Referral *Teacher/parent/administrator conference
Tier III: Support, Administrative Interventions	<ul style="list-style-type: none"> *Behavior Intervention Plan *Integrated Support Plan *Administrative placement at RESTART

Tiers of Responses

<p>Tier I: Classroom, Support and Administrative Responses</p> <p>Level 1 and 2 in the Maryland Code of Discipline</p>	<ul style="list-style-type: none"> *Classroom based response (Verbal correction, written reflections, apology, etc.) *Detention *Development of behavior contract *Formal/informal school based meeting *Parent outreach *Referral to mental health services *Referral to School Counselor *Re-teaching of classroom/school rules and expectations *Student Support Team referral *Teacher/Parent conference *Warning
<p>Tier II: Support, Removal and Administrative Responses</p> <p>Level 2, 3 and 4 in the Maryland Code of Discipline</p>	<ul style="list-style-type: none"> *Bus suspension *Check-in/check-out *Check and Connect *Class removal *Community service *Detention *Development of behavior contract

	<ul style="list-style-type: none"> *Development of Behavior Intervention Plan *Functional Behavior Assessments *In school removal *In school suspension *Loss of privileges *Parent/Administrator conference *Probation *Referral to substance abuse counseling services *Referral to community based agencies *Referral to mental health services *Removal from extracurricular activities *Restitution *Student Support Team Referral *Teacher/parent/administrator conference *Temporary removal from class
<p>Tier III: Support, Removal, Administrative and Exclusionary Responses</p> <p>Level 4 and 5 in the Maryland Code of Discipline</p>	<ul style="list-style-type: none"> *Suspension pending parent conference *Short term out of school suspension <p>RESTART:</p> <ul style="list-style-type: none"> *Long term out of school suspension *Extended out of school suspension *Expulsion

Decision Matrix

Key <i>Lowest tier intervention and response should be used first followed by progressively more intensive intervention and response.</i>	TIER 1 <i>Classroom and Administrative Intervention and Response</i>	TIER 2 <i>Administrative Intervention and Response</i>	TIER 3 <i>Administrative Intervention and Response</i>
Class Cutting (101)			
<i>Failing to attend a class, after arrival at school, without an excused reason.</i>	x		

<i>Persistently failing to attend a scheduled class, after arrival at school, without excused reasons.</i>	X	X	
Tardiness (102) Elementary school students who are late should not be given any punitive or exclusionary consequences, but parents/guardians should be notified.			
<i>Arriving late more than once to class or school, without an excused reason.</i>	X		
<i>Persistently arriving late to class or school.</i>	X	X	
Truancy (103) Elementary school students with unexcused absences should not be given any punitive or exclusionary consequences, but parents/guardians should be notified.			
<i>Being absent from school without an excused reason.</i>	X		
<i>Being truant.</i>	X	X	
Disrespect (701)			
<i>Making intentional and harmful gestures, verbal or written comments, or symbols to others. (e.g., verbal put-downs, cursing, talking back)</i>	X	X	
<i>Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority.</i>	X	X	
Disruption (704)			
<i>Intentionally engaging in minor behavior distracting from the learning environment.</i>	X		
<i>Intentionally and persistently engaging in minor behavior that distracts from the learning environment. (e.g., talking out of turn, throwing small items, horseplay)</i>	X	X	

<i>Intentionally engaging in moderate to serious behavior that distracts from teaching and learning, and directly affects the safety of others. (e.g., throwing harmful items, sending incendiary texts / social media messages, disrupting a fire drill)</i>	X	X	X
Dress Code			
<i>Violating dress code, after student has been warned.</i>	X		
<i>Persistently violating dress code after student has been warned.</i>	X	X	
Sexual Activity (603) School staff should refer students to appropriate counseling. Extended suspension grades 6-12 only			
<i>Engaging in inappropriate behavior of a sexual nature (e.g., indecent exposure, inappropriate texts of a sexual nature).</i>	X	X	X
Sexual Attack (601) School staff should refer students to appropriate counseling. Extended suspension grades 6-12 only			
<i>Intentionally engaging in behavior towards another that is physically, sexual aggressive.</i>		X	X
Harassment (407) Sexual Harassment (602) Bullying (code tbd) Schools should emphasize intervention strategies over removal strategies. Extended suspension grades 6-12 only			
<i>Engaging in harassment.</i>	X	X	X
<i>Engaging in sexual harassment. (e.g., intentional unwelcome sexual advances, requests for sexual favors, other intentional inappropriate verbal, written, or physical conduct of a sexual nature)</i>	X	X	X
<i>Engaging in persistent bullying</i>	X	X	X

including cyberbullying.			
Threat to Adult (403) to Student (404) Extortion (406) Schools should conduct a threat assessment. Extended suspension grades 6-12 only			
Expressing - orally, in writing, or by gesture - intent to do physical harm to others.	X	X	X
Engaging in extortion: Using a threat (without a weapon) to get a person to turn over property.	X	X	X
Engaging in persistent threats or extortion.]d\n	X	X	X
False Alarm / Bomb Threat (502) Schools should conduct a threat assessment and refer students to counseling.			
Initiating a warning of a fire or other catastrophe without cause. (e.g., pulling a fire alarm or misusing 911)	X	X	X
Making a bomb threat or threatening a school shooting.	X	X	X
Academic Dishonesty (801)			
Plagiarizing, such as by taking someone else's work or ideas (for students grades 6-12); forgery, such as faking a signature of a teacher or parent; or cheating.	X	X	
Theft (803) Schools should consider the following factors: <ul style="list-style-type: none"> • the monetary value of the property • whether the student knew the property was valuable or expensive to replace • whether student acted in the heat of the moment, as opposed to planning ahead • the student's age • the student's purpose in taking the property • whether the behavior is persistent/ habitual 			
Intentionally taking property without owner's permission, where the taker is an elementary school student. 911)	X	X	

<i>Intentionally taking property without owner's permission.</i>	X	X	
<i>Intentionally taking property without owner's permission, where the theft is especially serious based on the listed factors.</i>		X	X
<i>Destruction of Property (806)</i> Schools should consider the following factors: <ul style="list-style-type: none"> • the monetary value of the destroyed property • whether student knew the property was valuable or expensive to replace • whether student acted in the heat of the moment, as opposed to planning ahead • the student's age • the reason student destroyed the property • whether the behavior is persistent/ habitual 			
<i>Causing accidental damage.</i>	X		
<i>Intentionally causing damage to school/other's property.</i>	X	X	
<i>Intentionally causing damage to school/other's property, where the act is especially serious based on the listed factors.</i>	X	X	X
<i>Alcohol (201)</i> School should refer student to local health department or community group for prevention and treatment. Extended suspension grades 6-12 only			
<i>Being under the influence of alcohol</i>	X	X	X
<i>Using/possessing alcohol.</i>	X	X	X
<i>Distributing/selling alcohol.</i>	X	X	X
<i>Inhalants (202)</i> School should refer student to local health department or community group for prevention and treatment. Extended suspension grades 6-12 only			
<i>Being under the influence of inhalants.</i>	X	X	X
<i>Using/possessing inhalants.</i>	X	X	X
<i>Distributing/selling inhalants.</i>	X	X	X

Drugs/Controlled Substances (203)

School should refer student to local health department or community group for prevention and treatment. Extended suspension grades 6-12 only

<i>Unauthorized use/possession of non-illegal drugs.</i>	X	X	
<i>Being under the influence of illegal drugs.</i>	X	X	X
<i>Using/possessing illegal drugs.</i>	X	X	X
<i>Distributing/selling non-illegal or illegal drugs.</i>		X	X

Tobacco (204)

School should refer student to local health department or community group for prevention and treatment.

<i>Using / possessing tobacco or e-cigarettes.</i>	X	X	
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Fighting (405)**Attack on Adult (401)****Attack on Student (402)**

Schools should consider multiple factors, including:

- whether student acted in the heat of the moment, as opposed to planning ahead
- whether student was verbally provoked
- where student acted in self-defense
- whether student was intervening in fight
- the student's age
- whether fighting is persistent or habitual

Extended suspension grades 6-12 only

<i>Intentionally shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (e.g., body check; intentionally bumping; but NOT horseplay)</i>	X	X	
<i>Intentionally engaging in a fight (which may be small, spontaneous, and short, and/or result only in minor, cuts, scrapes, bruises).</i>	X	X	X
<i>Intentionally engaging in a fight, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based</i>	X	X	X

on the listed factors.			
Serious Bodily Injury (408)			
Schools should consider multiple factors. See factors listed under "Fighting."			
Intentionally misbehaving in a way that unintentionally causes serious bodily injury. property.		X	X
Intentionally causing serious bodily injury.			X
Trespassing (804)			
Being on school property without permission, including while on suspension or expulsion. (Where an older family member is on school grounds to pick up younger siblings, that person should be asked to seek school permission. School should then grant permission.)	X	X	X
Inappropriate Use of Personal Electronics (802)			
Excluding use of a device in an emergency or preapproved situation. Cyberbullying or social media harassment covered under other behaviors.			
Having out a personal electronic device, after student has been warned.	X		
Persistently having out a personal electronic device, in defiance of school rules.	X	X	
Explosives (503)			
Extended suspension grades 6-12 only			
Possessing an incendiary or explosive device or material or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property. (e.g., firecrackers, smoke bombs, flares; but NOT "snap pops", which should be treated as a disruption)	X	X	X
Detonating or threatening to detonate an incendiary or explosive	X	X	X

device or material, including those described above.			
Firearms (301)			
Possessing a firearm, as defined in 18 U.S.C. 921 . (e.g., handgun)			X
Other Guns (302) Extended suspension grades 6-12 only			
Possessing, using, or threatening to use a look-alike gun. (e.g., water guns)	X		
Possessing, using, or threatening to use an unloaded / inoperable non-firearm gun. (e.g., pellet guns, BB guns)	X	X	X
Possessing, using, or threatening to use a loaded / operable non-firearm gun.		X	X
Other Weapons (303) Extended suspension grades 6-12 only			
Possessing an implement that could potentially cause injury, without intent to use it as a weapon.	X	X	
Possessing an implement that could potentially cause injury with intent to use it as a weapon.	X	X	X
Using or threatening to use as a weapon an implement that is likely to cause serious bodily harm.		X	X
Arson / Fire (501) Extended suspension grades 6-12 only			
Intentionally setting or attempting to set a fire or helping others to set a fire without intent to or possibility of endangering others.	X	X	X
Intentionally setting a fire or helping others to set a fire with the intent to	X	X	X

<i>endanger others or with the result of destroying valuable property.</i>			
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Note: Special education students (COMAR 13A.08.03) and students enrolled in prekindergarten through grade 2 (COMAR 13A.08.01.11.C) are disciplined in accordance with provisions of state and/or federal law.