

**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.

<b>Legal Reference</b>	COMAR 13A.08.01. et seq. Ed Art 7-307		<b>Added</b> December 18, 2018
<b>Policy History</b>	<b>Adopted</b>	<b>Reviewed</b>	<b>Revised</b> July 8, 2008, 1 <sup>st</sup> Reading Aug. 12, 2008, 2 <sup>nd</sup> Reading Aug. 12, 2014, 1 <sup>st</sup> Reading Sept. 10, 2014, 2 <sup>nd</sup> Reading March 3, 2020, 1 <sup>st</sup> Reading April 28, 2020, 2 <sup>nd</sup> Reading