



PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Student Rights & Responsibilities **Handbook**

2020 - 2021 SCHOOL YEAR

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SECTION 1: Introduction, Goals, College and Career Ready, Resources

Introduction

Under the esteemed leadership of the Board of Education, PGCPs is committed to graduating all students to be college and/or career ready. This is achieved through fostering positive, nurturing and engaging learning environments.

We aim to equip our students with the knowledge, skills and resources to compete on a global level. We are also committed to maintaining a safe school environment for students and teachers.

Good discipline is essential to academic success; however, good discipline is not something that just happens. Discipline – like mathematics and reading – must be taught. We believe that it is possible to maintain disciplined, productive learning environments without excluding students from school except in the most severe instances. Four words provide the recipe for discipline in PGCPs: Prevention, Intervention and Progressive Discipline. Utilizing a common sense, age-appropriate, 5-level discipline approach, school environments will thrive. As discipline improves, academic performance improves.

This handbook provides a framework for academic standards and positive student behavior. The contents promote positive, supportive and inclusive learning environments that maximize students' academic achievement and minimize students' behavior issues. It explains the expectations, rights and responsibilities of all members of the school community. The handbook creates a structure where students, parents and teachers forge education partnerships and relationships critical to students' success.

Application of the Handbook/Code of Student Conduct

This handbook and its contents are in effect during regularly scheduled school hours, as well as at other times and places, including school sponsored events, field trips and athletic functions where school administrators have authority over students or the behavior has a direct effect on the order of the school.

Handbook Goals

- Share policies, procedures and best practices to ensure that students and parents understand and support our goal of academic excellence and a high quality education for all students.
- Share expectations of respectful and responsible behaviors based on age, developmental level and needs of the student and school community.
- Share school and community resources for students, parents and families.
- Identify levels of responses and interventions regarding student behavior.
- Provide the student appeals process and procedures.

College and Career Ready

The College and Career Ready Program oversees all the programs and student opportunities for students that support their readiness for successful entry into a college and/or a career. This web page at www.pgcps.org/collegereadiness is designed to help students and parents (and staff as well) navigate through the wealth of information about getting prepared for college. It includes information on our district programs and opportunities for students as well as the regional and national information sites that will give all our students what they need to know to be successful!

PGCPs is proud to announce the launch of Naviance in all of our middle and high schools. Naviance is a college and career readiness platform. Each school has its own personalized Family Connection site where students (and in the future, families) can log in and access tools to research colleges, browse scholarships, keep a list of favorite careers, and track college applications. Naviance is linked with SchoolMAX, so student data and other information will be updated on a nightly basis. Students will access their Family Connection accounts via Clever, which can be accessed from the PGCPs district website.

- Students will benefit from the college & career readiness activities such as:
- Researching careers & clusters
- Creating SMART goals (career, academic, personal/social, post-secondary)
- Creating/updating a resume
- Identifying Career Academies of interest by 8th graders
- Self-assessments to include personality traits, intelligences, and top strengths
- Saving prospective colleges to the Colleges I'm Thinking About list
- Participation in the MSDE Senior Exit Survey for 12th graders

Scholarships Database

PGCPS is committed to preparing students for college and the world of work. The scholarship link on the student section at www.pgcps.org provides a database of regional, state and national scholarships from a variety of public and private sources. Deadlines and application requirements are included for each scholarship. Information regarding internships, career and summer opportunities is also available.

Resources for Students and Families

SchoolMax Family Portal

PGCPS uses the SchoolMax Student Information System to manage student data. The Family Portal allows students and parents/guardians to log in from any computer and view information, including attendance records, assignments, grades and discipline records.

School Closings Information

e-Alerts: Sign up for emergency notifications by email or text by visiting the home page and clicking on the “E-ALERTS” button.

Home page: www.pgcps.org

PGCPS Twitter: <http://twitter.com/pgcps>

PGCPS Facebook: www.facebook.com/pgcps

School Status Line: 301-952-6000, option 1

PGCTV (96 Comcast and 38 Verizon)

Frequently Called PGCPS Numbers

Area 1 - Elementary Schools Office | 301-952-6583
Area 2 - Middle Schools Office | 301-952-6584
Area 3 - High Schools Office | 301-952-6585
Board of Education Office | 301-952-6115
Early Childhood Programs | 301-808-2707
EEO Advisor | 240-573-7049
ESOL Office | 301-445-8450
Family & Community Engagement | 301-618-7356
Fingerprinting | 301-952-6775
Food & Nutrition Services | 301-952-6580
Fostering Connections | 301-780-5910
GED (Adult Education) | 301-322-0891
Health Services | 301-749-4722
Home & Hospital Teaching | 301-567-8642
International Student Admissions & Enrollment | 301-445-8460
McKinney Vento Program | 301-925-2482
Neediest Kids Program | 301-780-5910
Pupil Accounting & School Boundaries | 301-952-6300
Pupil Personnel Services | 301-780-5910
Section 504 | 01-952-6255
Special Education | 301-618-8300
Student Appeals | 301-952-6195
Student Records, Transfers & Archival Services | 301-567-8751
Student Service-Learning | 301-952-6233
Transportation | 301-952-6570

Community Resources

Community Crisis Hotline | 1-800-422-0009
Department of Social Services | 301-909-7000
Emergency Financial Assistance | 301-909-6000
Emergency Food Assistance | 301-909-6343
Gang Reference Card (warning signs) & Addressing Gang Crime | 1-800-421-9779
Health Department | 301-583-5920
Homeless Hotline | 1-888-731-0999
Suicide Hotline | 301-864-7130

SECTION 2: Rights & Responsibilities

PGCPS respects the rights of all individuals to be treated equally and fairly to ensure that no individual is discriminated against based on race, color, sex, age, national origin, religion, sexual orientation, or disability in the areas of freedom of expression, procedural and due process, personal rights and access to school programs. If you have questions about non-discrimination policies, please use the following contact information:

Non-discrimination policies for students with disabilities under Section 504:

Keisha Butler, Section 504 Coordinator
7711 Livingston Road
Oxon Hill, MD 20745
301-952-6255

For non-discrimination policies based on gender, race, religion, sexual orientation, and disability:

Amana Simmons, Esq., EEO Advisor
14201 School Lane, Room 210
Upper Marlboro, MD 20772
240-573-7049

Student Rights & Responsibilities

STUDENT RIGHTS

- A free public education subject to provisions of state law and the bylaws, rules and regulations of the Maryland State Board of Education and the Board of Education of Prince George's County.
- An education in a learning environment that is safe, drug-free and conducive to learning where high standards are stressed.
- Enjoy meaningful freedom of speech, press, assembly and religion.
- Due process for academic, attendance and disciplinary measures, as well as other issues which could impact the student's ability to receive a free and appropriate education.
- Inspect, review and seek to amend educational records.
- Access to prevention and intervention programs.

STUDENT RESPONSIBILITIES

- Maintain a safe and orderly school environment conducive to teaching and learning.
- Know and obey all county and school rules and regulations relating to student conduct and achievement.
- Come to school on time and ready to learn each day.
- Present the school with a parent/guardian note for absences and tardiness.
- Work to your fullest potential in all academic and extracurricular activities.
- Respect school authority, which includes not only obeying school rules and regulations, but also conforming to the laws of the community, state and nation.
- Obey all instructions from all school employees in a positive and respectful manner.
- Dress in accordance with the dress code for school and school functions.
- Utilize school resources to develop appropriate problem solving skills.
- Ask questions to ensure understanding.
- Accept responsibility for actions.
- Maintain and uphold the highest standards of conduct, demeanor and sportsmanship during extracurricular events.
- Show respect and consideration for the personal and property rights of others and understand the need for cooperation with all members of the school community.
- Bring to school only those items and materials which are appropriate for the instructional program.

Parent Rights & Responsibilities

PARENT RIGHTS

- Visit schools and classes at times that respect the educational environment.
- Be treated with courtesy by all members of the school staff.
- Be informed of all services in special education.
- Organize and participate in organizations for parents.

- Be informed of academic requirements of any school program.
- Request a conference to (1) inspect their child's cumulative record or (2) make corrections in conformity with Administrative Procedure 5125 and current state and federal government guidelines. Participate in meaningful parent-teacher conferences to discuss their child's school progress and welfare.
- Be informed of approved procedures for seeking changes in school policies and for appealing administrative procedures.
- Expect reasonable protection for their child from physical harm while under school authority.
- Inspect, review and seek to amend educational and disciplinary records.
- Be informed of school policies and administrative decisions.

PARENT RESPONSIBILITIES

- Provide proof of a bona fide residence in Prince George's County.
- Provide required immunizations documents to the school system.
- During kindergarten or first grade registration, provide the school system with proof of the child's age.
- Notify the school whenever child is absent.*
- Ensure child (5-18 years old) attends school regularly. **
- Assume primary responsibility for the discipline of the child.
- Model cooperation with school and transportation personnel.
- Respond to school personnel requests for information and meetings.
- Update contact information annually

Teacher/Staff Member Responsibilities

- Be prepared to teach and provide quality instruction within the current curricular framework.
- Exhibit an attitude of respect for students that has a positive influence in helping them develop good citizenship traits.
- Remain knowledgeable about school policies and rules, and enforce them in a fair, impartial and consistent manner for all students.
- Communicate information regarding student progress and achievement on a regular and timely basis to students, parents and other involved professionals.
- Maintain an atmosphere that contributes to positive student behavior.
- Provide daily classwork and assignments for students with lawful absences, including those students on suspension.
- Develop and maintain a positive working relationship with students and staff.
- Strive to improve the quality of life throughout the school community.
- Maintain an environment of mutual respect and dignity.
- Encourage the use of appropriate counseling services.
- Report bullying, harassment or intimidation.
- Communicate policies and expectations to students and parents, including: course objectives and requirements, grading procedures, assignment deadlines and classroom discipline plans.
- Mandated reporter of suspected child abuse and/or neglect to Child Protective Services.
- Elevate reports of bullying, harassment or intimidation to the school administrator for investigation and resolution.

School Administrator Responsibilities

- Support teaching and learning by creating and maintaining a safe and orderly environment.
- Promote communication with all stakeholders and present opportunities for students, staff and parents to address grievances.
- Enforce the Student Rights and Responsibilities Handbook and ensure the fair, consistent and prompt resolution of concerns and infractions.
- Evaluate instructional programs regularly and comprehensively.
- Support the development of and participation in appropriate extracurricular activities by students.
- Mandated reporter of suspected child abuse and/or neglect to Child Protective Services.
- Process reports of bullying, harassment or intimidation.

*COMAR 13A.08.01, Administrative Procedure 5113: 2015-2018

**Comply with compulsory attendance law for their child (Annotated Code of Maryland Article, Section 7-301), Administrative Procedure 5113: 2015-2016 – 5-17 years old, 2016-17 – 5-18 years old

SECTION 3: Annual Notification of Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) provides parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student’s education records within 45 days after the day PGCPs receives a request for access.

In accordance with Administrative Procedure 5125 and 5134, parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. 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 a PGCPs school to amend a record 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.

3. 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.

Please see the information under #5 below for exceptions to the prior written consent rule.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by a PGCPs school 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

5. FERPA permits the disclosure of PII from students’ education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations, including disclosures:

- To other school officials, including teachers, within PGCPs whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- To officials of another school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is requested for purposes of the student’s enrollment or transfer.
- To certain authorized representatives of federal or State government.
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction.
- To parents of an eligible student if the student is a dependent for IRS tax purposes.
- To comply with a judicial order or lawfully issued subpoena.
- To appropriate officials in connection with a health or safety emergency.
- The school has designated as “directory information” and listed under #6 below.

6. The right to “opt out” of allowing PGCPs to disclose directory information without prior written consent. PGCPs has designated the following information as directory information:

- Student’s name
- Email address
- Telephone listing
- Participation in officially recognized activities and sports
- The most recent school attended
- Dates of attendance
- Grade level
- Honors and awards received
- Student ID number, user ID, or other unique personal that cannot be used to access education records without a PIN, password, etc. (Note: A student’s social security number, in whole or in part, cannot be used for this purpose.)

If a parent does not want PGCPSS to disclose directory information from a child's education records without prior written consent, the parent must notify the school principal/designee in writing within five (5) business days of receiving the annual notification. The parent's opt out shall be honored for one school year. The parent must re-submit the opt-out notice upon receipt of the annual notification in subsequent school years.

SECTION 4: Graduation Requirements

Prince George's County Public Schools' students must satisfy credit, service learning, and assessment requirements to be eligible for graduation. See **Administrative Procedure 6150 Educational Requirements and Options in Secondary Schools** for detailed information.

Student Service-Learning

Student Service-Learning is a learning experience for students in grades 6 -12 that combines meaningful service to the community with curriculum-based learning. Students improve their academic skills by applying what they learn in school to the real world; they then reflect on their experience to reinforce the link between their service and their learning.

Only approved activities may qualify for service-learning credit. Students must complete the student verification form to receive credit. Talk to your child's Professional School Counselor or the school-based Service-Learning Coordinator assigned to the school.

SECTION 5: Student Attendance

Student Attendance Policy

Students shall be considered in attendance while instruction takes place face to face; 100% distance learning; a hybrid model; or other times when participating in school-sponsored activities during the school day, and when that participation is approved by the Chief Executive Officer (CEO), the school principal or any persons duly authorized by the CEO or principal.

Face to face – students attend classes in the school buildings.

Distance learning – a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication.

Hybrid – gives students the experience of face to face learning in a classroom and teacher-facilitated online instruction, and allows for students to be more independent during asynchronous learning.

Asynchronous – students learn the same material at different times and locations through online channels without real-time interaction.

Synchronous – students learn the same material at the same time through online or distance education that occurs in real time.

Students Reporting Late to School

It is imperative for students to be on time at the beginning of the school day. The official school attendance documentation is recorded during this time. Schools are required to admit students to school regardless of the time they arrive. (However, students who arrive late to school must report first to the appropriate administrative office to obtain a late pass before being admitted to any classroom or other area of the school). This pass must be shown to all of the student's teachers as the student reports to each class during the day, as well as to teachers of any missed classes during the next school day. If the student does not obtain and show the pass to all teachers, the tardy will be UNEXCUSED.

Additionally, for the tardiness to be excused, students are required to bring a note from the parent/guardian explaining the reason for the tardiness.

Lawful Absence

Absence from school, including absence for any portion of the day, shall be considered lawful only for the following reasons:

- Death in the immediate family (i.e., parent, guardian, brother, sister, grandparent) or extended family and close non-relative.
- Illness of the student. The principal may require a physician's certificate from the parent/guardian of a student reported absent for illness at least three school days. If the absences reach six days, a physician's certificate will be required. If needed, student medical care may be available at a Prince George's County Public Schools Wellness Center.

- Pregnancy and parenting related conditions: absences due to labor, delivery, recovery, prenatal and postnatal medical appointment; absences due to an illness or medical appointment of the student's child (after four days of such absences during a school year a physician's note may be required); a parenting student is allowed a minimum of 10 days excused after the birth of a child; absences due to legal appointments related to family law.
- Court summons
- Hazardous weather conditions that would endanger the health or safety of the student.
- Work approved or sponsored by the school, the local school system, or the State Department of Education, accepted by the Chief Executive Officer or the school principal, or their designees, as reason for excusing the student.
- Observance of a religious holiday
- State of emergency
- Suspension
- Lack of authorized transportation (This shall not include students denied authorized transportation for disciplinary reasons.)
- Health Exclusion, which includes immunizations and other health-related communicable or contagious diseases.
- Absence due to Military Families. A lawful absence shall be granted to a student while visiting with a parent or legal guardian who is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone. Military orders may be requested.
- Other emergency or set of circumstances approved by the Chief Executive Officer or his/her designee, including but not limited to: civic engagement (limited to three days); college visits and interviews (limited to three days); and technical issues during distance learning only, such as broken equipment or internet outages (limited to five days). The technical issues must be immediately communicated to the student's teacher and designated school staff.

Pregnant and Parenting Students

In addition to Home and Hospital Teaching, pregnant and parenting students may make up work in ways by retaking a semester, participating in an online course credit recovery program, and continuing at the same pace with six extra weeks to complete the semester.

Unlawful Absence/Truancy

Unlawful absence is defined as the act of a student being absent from school for a day or any portion of a day from an individual class for any reason other than those defined as lawful. Teachers are not required to provide make-up work for students when absences are unlawful. Habitual truancy is defined as being unlawfully absent for 20% or more days enrolled during the school year.

Possible Responses for Parents/Guardians for Unlawful Absences of Students

By law, parents/guardians must ensure regular attendance for their school-aged children who are enrolled in the public schools. If a child has excessive unexcused absences, the parent/guardian may be convicted of a misdemeanor and imprisoned or fined by the courts. Additionally, any other adult who persuades or attempts to persuade a student to be unlawfully absent, or who harbors a child who is unlawfully absent, may also be convicted of a misdemeanor and imprisoned and/or fined.

Possible Responses for Students Who Regularly Miss School

- Denial of opportunity to make-up class/homework assignments, tests and/or quizzes (for unlawful absences).
- Referral to Pupil Personnel Services for possible referral to court for violation of the compulsory attendance law or to Juvenile Services for intake services.
- Before and/or after school detention
- Behavioral probation
- Written contract
- In-school suspension or intervention
- Saturday School Program
- Removal of school privileges
- Reduction in grades or loss of credit
- Restriction of extracurricular activities
- Referral to an alternative educational program
- Referral to Attendance Committee
- Referral to community program

SECTION 6: Coping with Problems

School Problems

If you have a problem related to discipline, security, personal safety or vandalism, you should talk to:

- The nearest teacher, security or administrator when there is a discipline or security problem. Explain what happened and seek their guidance.
- The counselor, psychologist, pupil personnel worker or social worker to learn ways to deal with problems so you will feel safe and gain the skills to deal with similar problems in the future.
- Always talk to your parent/guardian.

Personal Problems

For assistance with personal problems that may impact your school performance or your personal happiness, please discuss the problem with your parent/guardian.

Seek the assistance of the counselor or any adult that you are comfortable with at your school. They may lead you to resources within the school and/or community.

Talk to a peer. Many times fellow students are able to help with problems. Talk to the school administrators, or if available, staff in the Student Assistance Program.

Academic Problems

For assistance with an academic problem or grade, you should:

- Talk to your teacher when you are having difficulty with subjects, making poor grades or need extra assistance. The teacher may ask for a conference with you and/or your parent/guardian.
- Seek assistance from your counselor. They can help with finding a peer that can assist you.
- Discuss the academic concern with the assistant principal/principal.

Alternative Education Options for School Completion

There are a variety of PGCPs programs to assist students who may need an alternative education option to overcome the challenges to learn, achieve at high academic levels and ultimately graduate.

There are alternative programs for students in grades 6-12 and alternative schools for recovery credit opportunities in grades 9-12. Programs include:

Alternative Academy Programs

Edgar Allan Poe Academy
Annapolis Road Academy
Green Valley Academy
Croom High School
Tall Oaks High School
Incarcerated Youth Program

Alternative School Programs

Community-Based Classroom
Summer High School
Adolescent Single Parent Program

Physical, Sexual, Mental Abuse

No student should be subjected to physical, sexual, or mental abuse. We do know, though, that abuse can happen to any child regardless of race, socioeconomic status, religion, or culture.

If a student feels he or she is being abused, the student should contact the counselor or the school administrator. If a parent feels his/her child is being abused, the parent should contact the school's counselor or the school administrator.

If you have reasonable suspicion of child abuse or neglect, you must contact your local Department of Social Services or the Police Department. Prince George's Department of Social Services may be reached at their Hot Line 301-909-2450 or during the evenings and weekends at 301-699-8605.

Bullying, Harassment or Intimidation

These issues must be brought to the attention of school administration. Unresolved concerns may be elevated to the Director of Student Services. All types of bullying, harassment or intimidation are reported.

What Is Bullying, Harassment or Intimidation?

Bullying, harassment and intimidation are anti-social behaviors that are characterized by an intent to cause harm and an imbalance of power. Bullying, harassment and intimidation is intentional behavior that includes verbal, physical, written or intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being. Bullying, harassment or intimidation may be motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability or is threatening or seriously intimidating; and, occurs on school property, at a school activity or event, or on a school bus; or, substantially disrupts the orderly operation of a school. Bullying, harassment or intimidation may be repeated or have the potential to be repeated. Bullying, harassment or intimidation includes discrimination.

Sexual Harassment

Any conduct that violates the policy on discrimination or harassment committed by any student of either sex against students is inappropriate behavior. Conduct that is of a sexual nature is the most commonly reported form of sexual harassment. This conduct may include overt sexual solicitation, inappropriate touching, sexual jokes and inquiries about a person's sex life. This includes unwanted sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature. Sexual harassment also includes acts that are not overtly sexual, but rather are directed at individuals based on their gender, such as profanity or rude behavior that is gender-specific.

What to Do If You Are Bullied, Harassed or Intimidated

- Report the behavior to any adult.
- Tell the bully to stop. Be firm and clear.
- Complete and submit the Bullying, Harassment, or Intimidation (BHI) reporting form.
- Students may seek guidance, support and/or advocacy in addressing matters related to bullying, harassment or intimidation.

Who Reports Allegations of Bullying, Harassment or Intimidation?

Anyone can report allegations of bullying, harassment and intimidation. Students, parents, teachers, school administration, other staff, school volunteers or the community-at-large may report these behaviors.

How Do I Report Bullying, Harassment or Intimidation?

Reports of bullying, harassment or intimidation may be made directly to a teacher, counselor or administrator. Reporting is not tattling or snitching. Reporting is providing information to an adult to address behavior that must be stopped. Effective November 1, 2019, an online reporting process will replace the paper version for reporting. Reports of bullying should be made via this online app only.

What Happens After the Report Is Submitted?

Once the report is submitted to the school, the administration or the administrative designee will promptly and appropriately conduct an investigation. Findings of the investigation will be documented on the Bullying, Harassments or Intimidation Incident School Investigation Form. The school will notify parents of the victim and the offender of the outcome of the investigation once the investigation has been completed. The notification must respect the confidentiality of the victim and the offender. Therefore, specific information related to disciplinary consequences will not be provided (Administrative Procedure 5143 Bullying, Harassment or Intimidation). If bullying, harassment or intimidation is substantiated, the school team should develop a plan of support.

SECTION 7: PGCPs Code of Student Conduct

Student Conduct During Distance Learning

PGCPS is committed to providing a safe and orderly learning environment conducive to rigorous instruction. Students must maintain appropriate behaviors at all times whether face-to-face, 100% distance learning and/or hybrid models. Students are expected to dress appropriately for instruction (e.g., no pajamas). The Student Code of Conduct is applicable during distance learning and may include an expanded set of intervention techniques including, but not limited to restricting/disabling video, microphone and chat access during distance learning. During distance learning, inappropriate behaviors which disrupt the learning environment include but are not limited to:

- Inappropriate dress (e.g., no pajamas or other clothing prohibited under the Student Dress Code)
- Disrespect
- Bullying
- Disruption
- Indecent exposure
- Illicit substance use (e.g., smoking)
- Profanity

Escalated or repeated behaviors may result in further responses according to the Student Code of Conduct. The student will receive due process, beginning with referral to the administrator with written documentation by the referring adult, contact to parent/guardian, and an opportunity to present what happened. If the administrator finds the student responsible for the violation, he/she will determine the appropriate response within the Student Code of Conduct.

Technology

Students shall:

- Know their login information
- Report virtually to their scheduled class on time
- Be respectful to adults and peers
- Follow PGCPs technology equipment user agreement
- Follow Use of Technology guidelines (provided in this handbook)

Students shall not:

- Share their user account information or password with others
- Attempt to bypass security restriction and computer devices, networks, or internet access
- Use network account for non-school related activities
- Copy licensed software, download or copy files without permission
- Create, access, or distribute offensive, obscene, bullying or otherwise inappropriate materials
- Capture images or recordings of other students or staff from another device
- Use inappropriate screensavers
- Use inappropriate background setting
- Intentionally damage technology

Consequences for misuse may include, but are not limited to, suspension of equipment access, confiscation of the technological device, disciplinary action commensurate with the level of misconduct and/or legal action as appropriate. Complete guidelines for the acceptable use of technology are contained in Administrative Procedure 0700.

Disciplinary Response Levels

The Level of Responses and Interventions chart is used to correct inappropriate behavior and actions of PGCPs students. If interventions are successful, a referral to the school administrator may not be necessary. These interventions aim to teach, correct and replace behaviors so students can learn and demonstrate safe and respectful behaviors. Staff members are encouraged to implement a variety of teaching and classroom management strategies.

Staff members are encouraged to implement various levels of responses and interventions with students at all times during regularly scheduled schools hours. In addition, this procedure applies while a student is located on or off school property during fields trips, school sponsored events, athletic functions, while being transported on PGCPs vehicles and during any other school related extracurricular activity.

Administrators are encouraged to use the lowest Level of Response to address inappropriate behavior. Serious behaviors that are deemed harmful to the safe and orderly environment of the school will be addressed at the highest level.

Response Level 1

These responses aim to teach and correct inappropriate behavior so students can learn, act respectfully and contribute to a safe environment. The classroom teacher or counselor will correct the behavior of the student committing a minor offense. Teachers are encouraged to try a variety of teaching and classroom management strategies. This response can be used when the student has no history of prior incidents.

Interventions

- Contact parent via telephone, e-mail or text message
- Conduct a teacher or student conference
- Correct and provide verbal redirection in the classroom
- Establish the buddy teacher system (placing a student in temporary time out in another classroom)
- Develop a daily behavior progress sheet
- Take time with a student to reflect on the behavior or allow the student to apologize
- Remove classroom privileges from a student (does not include recess)
- Reassign the student's classroom seat
- Referral to School Instructional Team (SIT)
- Referral to IEP/504 team (students with disabilities)
- Restorative approaches

Response Level 2

The administrator, pupil personnel worker or counselor will work with the student to correct the behavior of the student committing the violation. This level will be appropriate for incidents that are inappropriate and disruptive to the learning environment. These responses address the potential implications for future harm while keeping the student in school.

Interventions

- Change in schedule or class
- Reprimand by appropriate administrator
- Parent/guardian notification
- Mentoring Program
- Revision to IEP/504 plan (for students with disabilities)
- Loss of privileges
- In-school suspension
- Detention
- Referral to Pupil Personnel Worker
- Restitution
- Conflict resolution and community conferencing
- Assignment of work projects
- Referral to community organizations
- Referral to School Psychologist
- Referral to School Instructional Team (SIT)
- Referral to IEP/504 team (students with disabilities)
- Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan
- Restorative approaches

Response Level 3

If a student disrupts the school environment and/or school-related activities, a short-term suspension of one-three days may be given by the principal to a student committing the violation because of the severity of the behavior. The duration of the short-term removal is to be limited as much as practicable while adequately addressing the behavior through the use of interventions and responses.

Interventions

- Notify parent/guardian
- Referral to IEP/504 team (students with disabilities)
- Referral to Professional School Counselor
- Revision to IEP/504 plan (students with disabilities) as needed
- Referral to Office of Student Engagement and School Support
- Referral to Pupil Personnel Worker
- Referral to School Instructional Team (SIT)
- Referral to community organizations
- Referral to Student Support Team (SST)
- Develop/Revise Functional Behavioral Assessment
- Assessment/Behavioral Intervention Plan
- Referral to School Psychologist
- Beautification Project
- In-school suspension
- Short-term suspension (1-3 days)
- Restorative approaches

Response Level 4

Long-Term Suspension (4-10 days) – Appropriate for behavior that significantly disrupts the educational environment in the school, on the bus or at school activities and affects the safety of others. These responses focus on the safety of the school community and ending self-destructive and serious behaviors.

Interventions

- Notify parent/guardian
- Functional Behavioral Assessment
- Behavioral Intervention Plan
- Community conferencing or mediation
- Referral to community organizations
- Referral to Office of Student Engagement and School Support
- Referral to IEP/504 team (students with disabilities) for manifestation determination
- Alternative Programs
- Suspension Request (long-term 4-10 days)
- Alternative Administrative Services
- Restorative approaches

Response Level 5

These responses involve the removal of a student from the school environment for over 10 days because of the severity of the behavior. A student may be removed and/or referred to a Disciplinary Alternative Program or transferred to another Prince George's County public school for behavior that seriously disrupts the educational environment in the school, the bus or at a school activity that affects the safety of others.

Interventions

- Behavioral Intervention Plan
- Referral to community organizations
- Community Conferencing
- Referral to Office of Student Engagement and School Support
- Referral to IEP/504 team (students with disabilities) for manifestation determination
- Alternative educational placement
- Behavioral Threat Assessment
- Extended suspension (between 11 and 45 days)
- Expulsion (45 days or longer; to be considered in most extreme cases)

PGCPS Code of Student Conduct: Pre-K - Grade 2 Disciplinary Response Levels

Maryland law restricts suspension and expulsion of students in Pre-K through Grade 2. Principals/designees must consult with a school psychologist or other mental health profession to determine if there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through other interventions and supports. If all measures have been exhausted, the child's suspension cannot exceed five school days. Expulsions of students in Pre-K through Grade 2 are limited to circumstances required by Federal law.

Interventions

- Notify parent/guardian
- Behavior contract
- De-escalation
- School-based mentoring
- Restorative approaches
- Review of class rules
- Code of Conduct lessons
- Behavior Intervention Plan
- Check in, check out
- Conference with parent/guardian
- Parent shadowing
- Redirection
- Positive Behavior and Supports (PBIS)
- Referral to school-based student support
- Referral to Individual Education Plan (IEP) or 504 team
- Functional Behavioral Assessment
- Safety plan
- Threat determination
- In-school intervention
- Meeting with mental health professional
- Referral to community board services
- Crisis Prevention and Intervention (CPI)

PGCPS Code of Student Conduct: Grades 3-12 Disciplinary Response Levels

POINT OF CONTACT CHART KEY

DSS - Department of Social Services **PG** - Police Department
DSESS - Department of Student Services **SE** - Security
HD - Health Department **SESS** - Student Engagement and School Support

VIOLATION		GRADE LEVEL	RESPONSE LEVEL	POINT OF CONTACT
Destruction of Property	Property valued below \$500	3-5 6-12	1 2 2	SE
	Property valued above \$500	3-5 6-12	2 3 3 4	
Disrespect Towards Others	Making inappropriate gestures, symbols or comments, or using profane or offensive language	3-12	1 2 3 DAYS MAXIMUM IN-SCHOOL SUSPENSION	
	Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff	3-12	1 2 3 DAYS MAXIMUM IN-SCHOOL SUSPENSION	
	The refusal or willful failure to respond to or carry out a reasonable request by authorized school personnel	3-12	1 2 3 DAYS MAXIMUM IN-SCHOOL SUSPENSION	
Dress Code/School Uniform Policy	Failure to comply with dress code, including school uniform	3-12	1 2	
Drugs/Controlled Substances	Unauthorized use/possession of prescription drugs	3-12	2 3 4	SESS
	Use/possession of illegal drugs or paraphernalia including imitation or prescription (See page 26)	3-12	3 4	SESS
	Unauthorized possession, use or distribution of over-the-counter medication	3-12	3 4	SESS
	Distribution or selling illegal drugs/prescription drugs	3-5 6-12	3 4 4 5	SE PG
Failure to Come to Class Prepared		3-12	1	
Failure to Wear Identification Badge		3-12	1	
False Alarm		3-12	2 IN-SCHOOL SUSPENSION	
Fighting	Physical aggression with another student (e.g., shoving or pushing)	3-12	1 2	SE
	Physical aggression with another student that results in minor injuries	3-12	2 3	SE
	Fighting resulting in serious bodily injury	3-5 6-12	2 3 4 5	SE
Forgery		3-12	2	
Gambling	Gambling requiring the use of money or exchangeable goods	3-12	2	SE
Group Fight	Group fight causing material disruption to the school day	6-12	3 4 5	
	Group fight resulting in serious bodily injury	3-5 6-12	2 3 4 5	SE
Internet/Computer Misuse	Any unauthorized or inappropriate use of technology related resources	3-5	1 2	
		6-12	2 3	
Explosives	Possession, use or distribution of explosives (does not include small fireworks)	3-5	2 3	SE
		6-12	4 5	

PGCPS Code of Student Conduct: Grades 3-12 Disciplinary Response Levels

POINT OF CONTACT CHART KEY

DSS - Department of Social Services

PG - Police Department

DSESS - Department of Student Services

SE - Security

HD - Health Department

SESS - Student Engagement and School Support

VIOLATION		GRADE LEVEL	RESPONSE LEVEL	POINT OF CONTACT
Academic Dishonesty	Dishonesty, cheating, plagiarism	3-12	1 2	
Alcohol	Use and possession	3-12	2 3 4	SE SESS HD
	Distribution, selling to students	6-12	4 5	SE PG
Arson/Fire		3-5	2 3	SE
		6-12	3 4 5	
Attack (Physical)	Attack on another student	3-5	2 3	SE PG
		6-12	3 4	
	Serious bodily injury to another student	3-5	2 3	
		6-12	4 5	
	Attack on an adult, unintentional physical contact with school personnel	3-5	1 2	
		6-12	2 3	
	Attack on an adult, physically attacking an adult including striking a staff member who is intervening in a fight or other disruptive activity	3-5	2 3	
		6-12	4 5	
Attack on an adult causing serious bodily injury	3-5	2 3	SE PG	
	6-12	5		
Bomb Threat		3-5	2 3	SECURITY WILL FOLLOW BOMB THREAT POLICY
		6-12	4 5	
Bullying/Harassment	Minor harassment (e.g., unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them)	3-12	1 2	SESS
	Cyber bullying – Using information and communication technologies (e.g., email, mobile devices, text messages, instant messaging, defamatory personal websites, personal polling sites or a combination of these) to support deliberate repeated and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others.	3-12	2 3	
Serious bullying/harassment (e.g., persistent or long-term harassment)	3-12	3 4		
Hazing – An act that subjects to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act.	3-12	3 4	SE	
Disruption	Talking out in class or talking out of turn; throwing objects; picking on, bothering or teasing other students; inappropriate or unauthorized use of PEDs; and other behavior that distracts from student learning; directly instigating or prompting others to cause a disruption	3-12	1 2	

PGCPS Code of Student Conduct: Grades 3-12 Disciplinary Response Levels

POINT OF CONTACT CHART KEY

DSS - Department of Social Services

PG - Police Department

DSESS - Department of Student Services

SE - Security

HD - Health Department

SESS - Student Engagement and School Support

VIOLATION		GRADE LEVEL	RESPONSE LEVEL	POINT OF CONTACT
Possession or Use of Weapons or Instruments Used as Such	Other weapons: possessing an implement that is likely to cause serious bodily harm, without intent to use	3-5 6-12	1 2 2 3 4 5	SE PG
	Use or attempt to use weapon	3-5 6-12	5 5	SE PG
	Other guns: possessing a look-alike gun (e.g., water guns, toy guns)	3-5 6-12	1 2 3 4	SE PG
	Possessing an unloaded/operable non-firearm gun (e.g., pellet guns, BB guns, airsoft gun)	3-5 6-12	2 3 3 4 5	SE PG
	Possessing a loaded/operable non-firearm gun (e.g., pellet guns, BB guns, airsoft gun)	3-5 6-12	2 3 3 4 5	SE PG
	Possessing firearms (e.g., hand guns)	3-5 6-12	5 5	SE PG
Sexual Misconduct	Sexual harassment (e.g., unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature)	3-5 6-12	1 2 3 2 3 4	
	Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, soliciting and sexting)	3-5 6-12	2 3 3 4	SE
	Intentionally engaging in a physical non-consensual sexual attack on another	3-5 6-12	3 4 5	SE PG DSS
Shakedown	Using a threat (without a weapon) to get a person to turn over his property	3-5 6-12	2 3 2 3	SE
Theft	Theft below \$500	3-5 6-12	2 2	
	Theft \$500 or more	3-5 6-12	2 3 3 4	SE
Threat	Written or verbal threat to a student	3-12	1 2 3	
	Written or verbal threat to an adult	3-5 6-12	2 3 3 4	
	Threat of mass violence	3-5 6-12	2 3 4 5	SE DSESS
Trespassing		3-12	2	
Tobacco Use	See page 26	3-12	1 2	SESS
Attendance Related Offenses	Leaving class or area without school permission	3-12	1 2	
	Persistent or excessive tardiness to class or school	3-12	1 2	
	Loitering	3-12	1 2	
	Class cutting	3-12	1 2	
	Unauthorized departure from school	6-12	1 2 3	
Unauthorized Use of Electronic and/or Portable Electronic Devices		3-12	1 2	

SECTION 8: Disciplinary Response Terms

Discipline should be both corrective and instructive and designed to foster growth and understanding in the student. Appropriate responses to misbehavior are determined by the age and maturity of the student.

Interventions and Strategies

While there are instances in which formal disciplinary measures must be used, teachers and administrators are encouraged to develop and utilize a variety of informal disciplinary and guidance strategies to maintain effective learning conditions. These strategies may include but are not limited to:

After-School/Extracurricular Activities

Revoking a student's right to participate in extracurricular activities, including sports and clubs.

Alternatives to Drugs and Alcohol Program (ADAP)

ADAP is an educational resource for the violation of the Code of Student Conduct. Students who have been suspended for alcohol or other drug offenses are required to participate in this program with their parents/guardians.

Anti-Tobacco Use Program (ATUP)

ATUP is a consequence for violation of the Code of Student Conduct prohibiting the sale, use, possession of tobacco in any form by students at all times on school property and school-sponsored activities. Students and parents/guardians are required to participate.

Behavioral Intervention Plan

An approach to correcting inappropriate or disruptive student behavior through a plan designed by school staff to offer positive behavioral interventions, strategies and supports. This plan is appropriate for students with and without disabilities.

Behavioral Probation

The principal or his/her designee may place any student who has been involved in an act of Level I, II, or III misconduct on behavioral probation in addition to, or instead of, suspension. School personnel must, however, perform an investigation of the situation; provide formal notice to the student and parent/guardian, and an opportunity for a parent/guardian conference. Behavioral probation should be for a definite period during which critical examination and evaluation of the student's progress is to take place.

Cafeteria Duty/In-School Work Detail

Students participate in a school-based activity that requires the student to spend time on a beautification project in the school or on school grounds.

Community Conferencing

Allows students, school staff and others involved in a conflict to discuss the conflict and to propose solutions.

Community Service

Allows students to participate in activities to serve and benefit the community. Examples include working at a soup kitchen, cleaning up public spaces, helping at a health facility, etc.

Conference

Involves students, parents, guardians, teachers, school staff and principals in discussion about student misbehavior and potential solutions that address social, academic and personal issues related to the behavior.

Conflict Resolution

Empowers students to take responsibility for peacefully resolving conflicts.

Detention Hall

The principal, or teacher upon approval by the principal, may establish a Detention Hall. The Detention Hall shall meet daily, or as needed, before or after regular school hours, with the time for each session determined by the administrator. The Detention Hall shall serve as an alternative to a suspension for students who have been involved in persistent minor Level I or Level II disciplinary infractions. The Detention Hall may be organized to serve the needs of each individual school.

Drugs/Controlled Substances

Unauthorized use/possession of legal drugs; being under the influence of illegal drugs; using/possessing illegal drugs; distributing/selling legal or illegal drugs.

Functional Behavior Assessment

Involves gathering information about students' inappropriate or disruptive behavior and determining approaches that school staff should take to correct or manage student behavior. This information is used to develop a Behavioral Intervention Plan for the student.

Individualized Education Program (IEP) Team

A group of individuals who are responsible for identifying and evaluating students with disabilities; developing, reviewing and revising IEP's for students with disabilities, as well as developing, reviewing and revising Functional Behavior Assessments and Behavioral Intervention Plans; and determining the placement of students with disabilities in a least restrictive environment.

In-School Intervention

Removing a student from within the school building from their regular education program but the student still afforded the opportunity to continue to:

- Appropriately progress in the general curriculum;
- Receive the special education and related services specified in the student's IEP, if the student is a student with a disability in accordance with the law;
- Receive instruction commensurate with the program afforded to the student in the regular classroom; and
- Participate with peers as they would in their current education program to the extent appropriate. COMAR 13A.08.01.11(C)(2)(a).

In-School Suspension

In-school suspension is when the administrator determines that a student's conduct warrants removal from class but not the school building. Removing the student within the school building from the student's educational program for up to but not more than 10 days in a school year for disciplinary reasons by the school principal. The school principal will provide the parent with a written notification of the in-school suspension.

Parent Outreach

Requires school staff to inform parents/guardians of their child's behavior and seek their assistance in correcting inappropriate or disruptive behavior. Outreach made in writing or by telephone is intended to make parents aware of the student's behavior, task completion and achievement, and can include a request for parents to accompany students to school for a portion of the day or all day. Parent Shadowing Involves parent/guardian participating in a shadowing experience by accompanying their child to class(es) for a specified period of time.

Police Contact or Report to Law Enforcement/Juvenile Justice System

Reporting a student to law enforcement or to the juvenile justice system. Schools must only refer a student to law enforcement when the immediate safety of the student and/or other school community members is threatened. This generally occurs in only the most serious and extreme acts of criminal activity. Parents/guardians must be immediately contacted.

Positive Behavior Intervention and Support Program (PBIS)

A program that uses data to enhance the capacity of schools to educate all students by developing research-based, school-wide and classroom discipline systems.

Peer Mediation

Conflict resolution techniques in which students help other students deal with and develop solutions to conflicts.

Referral to the Office of Student Engagement and School Support

Occurs for behavior related to alcohol, tobacco and/or substance abuse.

Referral to School-Based Services

Referral to counselor, pupil personnel worker, health care provider or social worker. Sessions can be individual, can include family members or can be done in groups.

Reflective Essay

Students are assigned a writing activity to reflect on the behavior that disrupted the learning environment. The assignment requires the student to address the incident and identify ways to handle a like situation in the future.

Response to Intervention (RTI)

A multi-tier approach to the early identification and support of students with learning and behavior needs

Restorative Approaches

Restorative Approaches (RA), when implemented in schools, creates a climate and culture that is inherently just, social, and racially equitable. It develops healthy, productive responses to conflict that increase connections between and among members of the school community. These practices prevent and repair harm through dialogue that addresses behavioral consequences in the form of individual and/or collective accountability to promote safe school environments for students, staff members, and families. RA include all stakeholders (students, staff members, parents, and community partners) in the process to build and maintain a sense of belonging, safety, and social responsibility in the school community. In Prince George's County Public Schools it may look like, but not limited to, restorative chats/questions, circles, academic circles, peer mediation, and community conferencing.

Saturday School

Requires students to attend school for a specified period on Saturday to complete academic assignments and/or participate in a school-based beautification project.

Schedule Adjustments

Requires a change in all or part of a student's schedule. School-based administrators will recommend options to meet the needs of individual students.

Section 504 Team

A multidisciplinary team responsible for identifying, evaluating and monitoring the provision of Section 504 of the Rehabilitation Act of 1973. The 504 team is comprised of individuals knowledgeable about the student, the condition, evaluation procedures, and placement options. The school-based team serves to ensure that students with disabilities are provided the same educational access to school curriculum, activities and programs as their non-disabled peers through reasonable accommodations and services.

Student Intervention Team (SIT) and Student Support Team (SST)

Both the SIT and SST are school-based committees charged with helping the school provide all students with the opportunity to learn and progress in the general curriculum. Both teams recognize that parents/guardians are critical partners in student success and must be consulted throughout the process. Teachers, parents, staff, and students themselves can request the assistance of the SIT and/or SST. See Administrative Procedure 5124 - Student Intervention Team (SIT) and Student Support Team (SST).

Teen Court

Referring students to a "court" of peer jurors for resolution.

Temporary Removal from Class

Removing a student within the school building from his or her regular education program.

Short-Term Suspension

A short-term suspension denies a student the right to attend school and to take part in any school function for a period of 1-3 days.

Review of Short-Term Suspension

A review of a short-term suspension shall not serve to delay the suspension. A request for a review of a short-term suspension is accepted as evidence that the parent/guardian wishes further consideration of the results of the conference conducted by the principal or his/her designee and/or the circumstances of the student's conduct and suspension. If a parent wishes a formal review of the suspension, the parent is to contact the Pupil Personnel Worker to request the review. The Pupil Personnel Worker shall meet with the principal to review the circumstances of the suspension and, if appropriate, meet with the principal and parent together to resolve the request for a review.

Long-Term Suspension

A long-term suspension denies a student the right to attend school and to take part in any school function for 4-10 days.

Review of Long-Term Suspension

A review of a long-term suspension shall not serve to delay the suspension. A request for a review of a long-term suspension is accepted as evidence that the parent/guardian wishes a formal review of the suspension, the parent is to contact the Pupil Personnel Worker to request the review. The Pupil Personnel Worker shall meet with the principal to review the circumstances of the suspension and, if appropriate, meet with the principal and parent together to resolve the request for a review.

Extended Suspension

An extended suspension means the removal of a student from a student's regular program for a time period over 10 days but not longer than 45 days for a violation for which 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.

The extended suspension can only occur if:

- a) The Chief Executive Officer or designated representative has determined that 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 and staff.
- b) The Chief Executive Officer or designated representative limits the duration of the exclusion to the greatest extent practicable.

The principal will request the extended suspension from the Chief Executive Officer/designee. A Pupil Personnel Worker (PPW) or CEO designee will meet with the student, parent/guardian, and requesting school within ten days of the student's removal from school. After the conference, the PPW will report his/her findings. If granted, notice of this decision must be in writing and must inform the parent/guardian of the charges and policy or policies violated. Appropriate and available behavioral support services may be offered. If the principal's request for extended suspension is not granted, the student will be returned to school and the principal or his/her designee will contact the parent/guardian to schedule and intake conference.

Appeal of Extended Suspension

A student who is suspended for more than ten school days may appeal the decision to the Board of Education within ten days after determination. After receipt of the written request for appeal, the Board will conduct a hearing. The parties may bring counsel and witnesses to the hearing. The appeal to the Board does not stay the decision of the Chief Executive Officer or designee. The Board will render its decision in writing within 45 days of the request for appeal.

Expulsion

An expulsion from school denies students the right to attend their regular school program for 45 days or longer. The exclusion may occur only under the following circumstances:

- a) The Chief Executive Officer or designated representative has determined that 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.
- b) The Chief Executive Officer or designated representative limits the duration of the exclusion to the greatest period practicable.

The principal will request an expulsion from the Chief Executive Officer/designee. Appropriate and available behavioral support services may be offered. A due process hearing will be held within 10 school days. If expelled, the student may be placed in an alternative program. If not placed in an alternative program, missed classwork and assignments will be provided via the School Liaison.

Appeal of Expulsion

A student who is expelled may appeal the decision of the Chief Executive Officer or designee in writing to the Board of Education within ten days after the determination.

Readmission After Expulsion

To be readmitted to a regular school program after serving an expulsion, the student or the parent/guardian, acting for the student, may apply to the Expulsion Review Board. If the student has not violated any of the criminal laws of the State of Maryland or any other jurisdiction during the period of expulsion, the Chief Executive Officer may readmit the student.

SECTION 9: Transportation and Bus Behavior

Riding the school bus is an integral part of the school day for many students, and directives in this Code apply fully to students when they ride the bus. Riding the bus is a privilege. This privilege may be temporarily denied or permanently revoked if misconduct jeopardizes the safe operation of the school bus or the safety of students riding the bus. School suspension is a possible option. Students are expected to observe the following rules for safety and courtesy on the bus.

Bus Behavior Expectations

Bus Stop Behaviors

- Use your assigned bus stop.
- Wait in a quiet and orderly manner.
- Be aware, cautious and respectful of traffic.
- Respect private property.
- Avoid pushing.

Boarding the Bus

- Wait until the bus comes to a complete stop.
- Make sure the bus warning lights are activated before boarding.
- Board the bus when it is safe to do so.
- Avoid pushing and crowding.
- Upon entering the bus, go directly to an available or assigned seat and remain seated until the bus arrives at the school or your stop.
- Do not use Portable Electronic Devices (PEDs) while boarding the bus.

Bus Behaviors

- Follow the instructions or directives of the bus driver.
- Do not eat or drink on the bus.
- Stay in your seat; keep aisles and exits clear.
- Keep your hands, arms, legs, head and other objects inside of the bus window.
- Avoid the use of foul language or profanity.
- Be respectful of the rights and safety of others.
- PEDs may be used on the bus if it does not impact the safe operation of the bus. Actions which may impact the safe operation of the bus include, but are not limited to, taking pictures, videos, passing PEDs around, or using PEDs while it is dark outside if the PED light causes distraction to the bus driver.

Exiting the Bus

- Remain in your seat until the bus comes to a complete stop.
- Do not use PEDs while exiting the bus.
- Exit the bus in an orderly and prompt manner.
- Exit at your assigned bus stop.
- Use care when crossing a street controlled by bus warning lights.

Disciplinary Responses

Level 1

- Corrected by bus driver
- Seat change
- Student conference
- Parent conference
- Parent contact

Level 2

- Administrative Referral
- Parent contact
- Parent/student conference
- Bus Behavior Contract

Level 3

- Administrative Referral
- Possible restriction or suspension of school bus riding privileges
- Suspension of bus privileges
- Referral to Professional School Counselor
- Referral to Pupil Personnel Worker
- Short-term suspension

Level 4

- Administrative Referral with request for long-term suspension/extended suspension
- Suspension of bus privileges
- Referral to Professional School Counselor
- Referral to Pupil Personnel Worker

VIOLATION	GRADE LEVEL	RESPONSE LEVEL
Damaging bus (vandalism)	3-12	3
Eating or drinking on the bus	AG	1
Fighting on the bus causing minimal disruption	3-12	3
Fighting on the bus causing substantial disruption	3-12	4
Heads, arms, and/or legs out of bus windows	AG	1 2
Refusal or willful failure to respond to or carry out a reasonable request by the school bus driver	AG	1 2 3
Riding or attempting to ride unassigned bus without authorization	3-12	1 2
Sexual misconduct	3-5 6-12	1 2 3 2 3 4
Smoking/lighting matches/lighter	3-12	1 2 3
Standing when seats are available	AG	1
Threatening the driver or attendant	3-5 6-12	2 3 3 4
Throwing or shooting objects on the bus	3-12	2 3
Throwing objects from the bus	3-12	2 3 4
Too loud; too boisterous (talking or speaking)	AG	1
Using foul or abusive language	AG	2
Using unassigned bus stop without authorization	3-12	1 2

SECTION 10: Policies and Procedures

System-Wide Dress Code Including School Uniforms

Students attending Prince George's County Public Schools should dress appropriately and in a way that is consistent with learning being a priority. Pajamas are not appropriate attire for school or distance learning.

Head Dress

Head dress can be worn indoors for religious or health reasons only.

Shirts and Blouses

Shirts and blouses should be continuous from neckline to waist. The mid-section should never be visible. Tank tops and muscle shirts are not allowed. Clothing with vulgar language, obscene pictures, weapons, drugs/alcohol or drug paraphernalia and tobacco products are not allowed. Identifiable gang/crew clothing or paraphernalia are not allowed. Sheer clothing is not allowed.

Skirts, Dresses and Shorts

Skirts, dresses, and shorts are no shorter than students' fingertips when arms are hanging straight down at their sides.

Pants

Pants should be worn and secured at the waist. Pants should not be worn below the waist exposing undergarments. Tights, stretch pants, leggings and spandex body suits must be worn with clothing long enough to cover the buttocks.

Shoes

Shoes must be worn.

Portable Electronic Devices (PEDs)

PGCPS values the use of technology as an important tool to enhance the educational environment and encourage student innovation. Students are allowed to possess a portable electronic device (PED) while on school property, school buses, and during field trips and other school sponsored events. However, it is a violation of the PGCPS Code of Student Conduct to use such devices in a manner that will disrupt the school environment or impact the safe operation of the school bus.

If permitted by school administrators, students may use PEDs during the school day for instructional purposes, and at other times approved by the principal/designee. When students do not have permission to use PEDs, the devices must be turned off and be stored in the student's pocket, backpack, purse, locker or vehicle. If a student uses the PED without permission, or refuses to comply with a reasonable request by authorized school personnel, including school bus drivers, to turn off or store PEDs, the student will be referred to the school principal for an appropriate response. In limited, emergency circumstances, principals may confiscate PEDs until the student's parent/guardian comes to the school to retrieve it.

Guidelines for the acceptable use of PEDs are continued in Administrative Procedure 5132.

Use of Technology

The increasing availability of technology creates both opportunities and risks for students. Since the potential for harm from the misuse of technology is significant, PGCPs has established guidelines by which students can use technology in a legal, safe, productive and ethical manner.

Google Apps for Education is a free service to PGCPs students that includes the use of email, calendars, documents and sites through the convenience of a web browser. Students can communicate with teachers and peers, use easy to manage to-do-lists, access a calendar to keep dates organized, participate in online discussion boards and access online spreadsheets, documents and presentations. For safety and security reasons, students' communication is limited to other PGCPs students and staff only.

All use of technology under these guidelines is to be for legitimate educational purposes under the guidance or direction of school system staff. Administrative Procedure 0700, Information Technology Services Acceptable Usage Guidelines, defines technology as including "computers, scanners, digital cameras, video projectors, video cameras, cellphones, Nextel devices, PDA devices, and wireless e-mail devices" and outlines the acceptable use of such technology by students.

The following conduct is prohibited while using the school system network, accessing the school system network from outside of the firewall, or while involved in situations under which this Code has jurisdiction. Students shall not:

- Utilize the school system computer network for any illegal activity, including, but not limited to, gaining or attempting to gain unauthorized access to resources, files or devices on the network.
- Access "chat lines" or enter "chat rooms" that are not part of a class activity under the direct supervision of a teacher.
- Access or link to websites that contain material deemed vulgar, offensive, or otherwise inappropriate, including, but not limited to, websites promoting hatred, racial/religious/sexual discrimination, use of illegal drugs/alcohol/tobacco, gaming or gambling, criminal activities or computer/network hacking.
- Use or display copyrighted or otherwise licensed or contractual material without specific written permission or authorization from the appropriate party.
- Utilize the network for commercial purposes or display any logo of any commercial entity not directly related to Prince George's County Public Schools.
- Post, use or download any files which cause congestion or impede network operations.
- Trespass in or vandalize another's files, folders, data or work.
- Post anonymous messages or in any way misrepresent one's own identity.
- Use an account password of another user.
- Use abusive or otherwise objectionable language in any message.
- Use e-mail or any portion of the PGCPs WAN to promote the annoyance, harassment or attack of others.
- Take or facilitate the theft or damage of data, equipment or intellectual property, including degrading or disrupting equipment of system performance.

Consequences for misuse may include, but are not limited to, suspension of equipment access, confiscation of the technological device, disciplinary action commensurate with the level of misconduct and/or legal action as appropriate. Complete guidelines for the acceptable use of technology are contained in Administrative Procedure 0700.

Social Media

The school system does not govern the personal use of technology outside of school. In instances where the use of devices create a threat to students, staff or administration within the school environment and impedes opportunities for learning, or impacts the safe operation of the school bus, the school will apply disciplinary action in accordance with the Student Rights and Responsibilities Handbook.

Social Media misuse includes internet/computer and the misuse of other electronic devices that may have the impact of substantially disrupting the educational environment. Social media is inclusive of, but not limited to, web-based and mobile technologies, social networking sites, blogs, instant messaging, twitter, social blogs and video based sites such as YouTube. The most common

misuse of social media is harassment via cyber bullying. When cyber bullying takes the form of harassment of protected classes, it may be prosecuted as a violation of a person's civil rights.

Tips: Should

- Maintain privacy by not sharing passwords and/or codes.
- Use telecommunications in school for educational purposes only under the direction of a teacher.
- Use telecommunications or PEDs in school at other times, such as during lunch periods and extracurricular activities, if approved by school administrators.
- Report acts of cyber bullying, harassment or sexual harassment to school staff. Do not respond to the harasser.

Tips: Should Not

- Share user names or passwords.
- Access and/or use social media websites on school equipment.
- Access social media sites while in school, on school property or while attending school sponsored events.
- Post photographs, videos and tweeted messages of fights or threats of fights on social media sites.
- Use electronic devices to distribute/post abusive, harassing, bullying, libelous, obscene, offensive, profane, threatening, sexually explicit or illegal material including photos and comments.

Violations in the Student Rights and Responsibilities Handbook, Board Policies, and school rules while using social media websites may result in a disciplinary response. Complete guidelines for the acceptable use of technology are contained in Administrative Procedure 0700.

Alcohol and Other Drugs

Unlawful possession, use and/or distribution of any Alcohol, Marijuana, Prescription Drugs, Controlled Dangerous Substances, Imitation Controlled Substances, Synthetic Intoxicants, Inhalants, Other Intoxicants, Drug Paraphernalia on school property, including Board of Education owned vehicles or while in attendance at any Board of Education sponsored and supervised activity, are prohibited under this Code.

Students who possess, use or distribute substances represented as or intended to be used as alcohol or a controlled dangerous substance will be treated by the rules and regulations of these procedures as if they were possessing, using or distributing alcohol or a controlled dangerous substance even though the substance itself may ultimately be determined not to be alcohol or a controlled dangerous substance.

POSSESSION implies that a student has any of the above substances on his/her person or with his/her personal property, or has under his/her control by placement of and knowledge of the whereabouts of the substance on Board of Education property or other property on which he/she is present, by virtue of being within the jurisdiction of school authorities.

USE implies that a student is reasonably known to have ingested any of the above substances (e.g., drinking alcohol, smoking marijuana, taking a pill, etc.) or is reasonably found to be under the influence of a substance while under the jurisdiction of school authorities.

DISTRIBUTION implies the transfer of any of the above substances to any other person, with or without the exchange of money or other valuables.

Student Possessors with Intent to Distribute

A student in possession of a quantity of alcohol, controlled dangerous substances or other substances listed above in an amount which the principal could reasonably infer was intended to be available for distribution shall be charged with Possession with Intent to Distribute and be subject to the disciplinary guidelines outlined for student distributors.

Student Distributors

If the student has been found to have committed a distribution offense under the provisions of this section, the student shall be expelled, notwithstanding any mitigating circumstances. The Chief Executive Officer may rescind the expulsion after the period of expulsion if the student provides documentation of satisfactory participation in an appropriate accredited alcohol/drug treatment program.

Possession or Use of Alcohol or Other Drugs

First Offense

Any student that is found to have committed a first offense for use or possession of alcohol, controlled dangerous substance, drug paraphernalia and/or other substance will immediately receive a Notification of Suspension (short term suspension). In addition, the student must attend mandatory counseling sessions through the Alternative to Drugs and Alcohol Program (ADAP). The principal or his/her designee will provide the student's parent/guardian with a list of community agencies that can provide the two counseling sessions. The school must call in the violation to the Office of Student Engagement and School Support.

Second Offense

If a student commits a second offense under this section, the principal or his/her designee will provide the student's parent/guardian with a list of community agencies that can provide four mandatory counseling sessions. The school must call in the violation to the Office of Student Engagement and School Support. The student must provide to their school and the Office of Student Engagement and School Support documentation stating the counseling appointment dates from the approved agency. Noncompliance will result in an additional 7-day suspension.

Third Offense

If a student commits a third offense under this section, it will result in a referral for more intense counseling services. All students suspended/expelled for alcohol/controlled dangerous substance offenses are to be requested to reveal their source of the alcohol/controlled dangerous substance to the principal.

Tobacco and Tobacco Products

It is a violation of the Code of Student Conduct for students to use or possess any tobacco or nicotine products on school property. The following is a summary of the consequences for violating this section of the Code of Student conduct:

First Offense

- Parental notification by referring administrator.
- Administrative referral to Office of Student Engagement and School Support.
- Student must complete an appropriate tobacco education program no later than four weeks from the date of the Code violation.
- Student must complete an appropriate tobacco education program provided by the Office of Engagement and School Support no later than four weeks from the date of the code violation.

Second Offense

- Parental notification by referring administrator.
- Administrative referral to Office of Student Engagement and School Support.
- Student is placed on suspension for one day.
- Conference with parent/guardian is scheduled.
- Student and parent/guardian will complete the Anti-Tobacco Use Program (ATUP) no later than four weeks from the date of the code violation.

Third Offense

- Parental notification by referring administrator.
- Administrative referral to Office of Student Engagement and School Support.
- Student is placed on suspension for two days.
- Conference with parent/guardian is scheduled.
- Student and the parent/guardian will complete the Anti-Tobacco Use Program (ATUP) no later than four weeks from the date of the code violation.

Fourth and Subsequent Offenses

Thereafter, for offenses beyond the third infraction of the tobacco policy, the sanctions set forth in the Code of Student Conduct for students who repeatedly violate any provisions of the Code shall apply.

Possession or Use of Weapons or Instruments Used as Such

The Board of Education strongly believes that any student found in violation of this section will serve an extended suspension or be expelled by the Chief Executive Officer.

1. For students enrolled in grades K through 5, the principal may use discretion as to responses for possession or use of a weapon.
2. For students enrolled in grades 6 through 12, principals may make a request for expulsion to the Chief Executive Officer for the possession or use of a weapon by any student.

3. In accordance with Maryland Annotated Code, Education Article Sec. 7-305, when a student is expelled for possession or use of a firearm, as defined in the Glossary section of this handbook under Possession or Use of Weapons or Instruments Used as Such, the student shall remain out of school for at least one year. After one year, the student, or the parent/guardian, acting for the student, may apply to the Chief Executive Officer for readmission. As appropriate, the Chief Executive Officer may order a shorter period of expulsion.
4. The procedure for rescission of expulsion for possession or use of a weapon is the same as for other expulsions. However, if a student has been expelled previously for possession or use of a weapon and then readmitted through the rescission of that expulsion, the student will not be eligible for rescission if he/she is expelled again for possession or use of a weapon.

Gangs, Gang Activity and Similar Destructive or Illegal Behavior

Gang, gang activity and similar destructive or illegal behaviors are prohibited under the Code of Student Conduct, in accordance with The Safe Schools Act of 2010.

A student may not threaten an individual, or a friend or family member of an individual, with use of physical force or violence to coerce, induce or solicit the individual to participate in or prevent the individual from leaving a criminal gang; a) in a school vehicle, or b) in or within 1000 feet of real property owned or leased by the Board of Education. A student criminally charged with participating in a criminal street gang may automatically be remanded to an alternative education program by the court. When said behavior may substantially disrupt the educational environment, the school will provide the family with a list of community resources and proceed with Transfer Requirements.

Behaviors may include, but are not limited to:

- Gang recruitment
- Gang initiation (hazing)
- Group fighting
- Bullying
- Bias harassment
- Defacing school property with gang graffiti
- Throwing gang signs
- Threatening to retaliate against a student or staff for reporting said behaviors

Board of Education Policies and Administrative Procedures

- Administrative Procedure 0600** | School Uniforms
 - Administrative Procedure 0700** | Information Technology Services Acceptable Usage Guidelines
 - Administrative Procedure 4170** | Discrimination and Harassment
 - Administrative Procedure 5052** | Alternative High School for Expelled Students
 - Board of Education Policy 5113** | Pupil Attendance and Absence
 - Administrative Procedure 5113** | Pupil Attendance and Absence
 - Board of Education Policy 5115** | Student Appeals of Long-Term Suspensions and Expulsions
 - Administrative Procedure 5115** | Student Appeals of Long-Term Suspensions and Expulsions
 - Administrative Procedure 5121** | Examinations and Grading for Elementary and Secondary Schools
 - Board of Education Policy 5122** | Interscholastic and Extracurricular Activities: Academic Policy Requirements for Participation
 - Administrative Procedure 5122** | 2.0 GPA Requirements for Participation in Interscholastic Athletics and Extracurricular Activities.
 - Administrative Procedure 5123.2** | General Procedures Pertaining to Promotion and Retention of Students.
 - Administrative Procedure 5124** | Student Intervention Team (SIT); Student Support Team (SST)
 - Board of Education Policy 5125** | Student Records
 - Administrative Procedure 5125** | Student Records
 - Administrative Procedure 5131.1** | School Bus Conduct
 - Board of Education Policy 5132** | Portable Electronic Devices
 - Administrative Procedure 5132** | Portable Electronic Devices
 - Administrative Procedure 5142** | Gangs, Gang Activity and Similar Destructive or Illegal Behavior
 - Board of Education Policy 5143** | Bullying, Harassment or Intimidation
 - Administrative Procedure 5145** | Suspected Child Abuse and Neglect
 - Administrative Procedure 5146** | Procedural Guidelines for Students Disabled Under Section 504 of Rehabilitation Act of 1973
 - Board of Education Policy 5152** | Dress Code
 - Administrative Procedure 5152** | System-Wide Student Dress Code
 - Administrative Procedure 5158** | Middle School Athletic Association
 - Administrative Procedure 10201** | Disruptive Acts Requiring Security Measures
 - Administrative Procedure 10301** | Court Proceedings
- Procedural Safeguards: Parental Rights**

SECTION 11: Glossary

Academic Dishonesty

Cheating – Providing, receiving or viewing answers to quiz or test items or independent assignments. Having books, notes/note-book or mobile devices out during test without permission.

Alcohol

Any beverages containing, but not limited to, beer, wine, liquor or other intoxicating substances. (See pg. 26)

Arson/Fire

Attempting to, aiding in, or setting any fire on school property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.

Attendance Related Offenses

Absences, class-cutting, leaving without permission from class, school, tardiness, and truancy.

Bomb Threat

The real or intentional false claim that an explosive device is located on school property or at a school function.

Bullying, Harassment or Intimidation

Bullying, harassment, or intimidation (BHI) are anti-social behaviors that are characterized by an intent to cause harm and an imbalance of power. Bullying, harassment, or intimidation is intentional behavior that includes verbal, non-verbal, physical, written, or intentional electronic communication that creates a hostile environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being. BHI may be motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability or is threatening or seriously intimidating; and, occurs on school property, at a school activity or event, or on a school bus; or, substantially disrupts the orderly operation of a school. BHI may be repeated or have the potential to be repeated.

Class Cutting/Truancy

Absence from school or classes for a school day or a portion of the school day without school authorization or parental consent.

Community Conferencing

A Community Conference is a meeting of the community of people affected by behavior that caused harm. The conference provides a forum in which the people involved or affected can seek ways to repair damage caused by an incident and to minimize further harm. An external partner may be used to facilitate.

Conflicts

Conflicts are not characterized by an imbalance of power. Conflicts are characterized by people having similar interests, but taking different positions.

Conflict Resolution

An attempt to resolve individual/group conflicts by actively communicating information about their conflicting motives or ideologies to the rest of the group by engaging in collective negotiation. The goal is to facilitate the peaceful ending of the conflict.

Destruction of Property

The act or attempted act of willful destruction or defacement of school or private property either on or off the school grounds where appropriate public school administrators have jurisdiction over students.

Disrespect Towards Others

To willfully intimidate, insult, sexually harass, and/or engage in negative interaction by use of body language, verbally or in writing any member of the school staff, student body and community members. The refusal or willful failure to respond to or carry out a reasonable request by authorized school personnel.

Disruption

- Intentionally engaging in minor behavior that distracts from teaching/learning.
- Intentionally and persistently engaging in minor behavior that distracts from teaching/learning (e.g., talking out of turn, chewing gum, throwing small items, horseplay).
- Intentionally engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others. (e.g., throwing harmful items, inciting a fight, disrupting a fire drill).

Drugs

(See pg. 26)

Due Process

A student facing suspension must be given oral or written notice of the allegations and the opportunity to be heard.

Failure To Comply With Dress Code

Failure to adhere to policy governing attire (see Administrative Procedure 5152).

Expulsion

The denial of the right of a student to be enrolled in or attend any regular program within the Prince George's County Public Schools, such denial determined by the Chief Executive Officer or his/her designated representative.

Explosives

The possession, use or threatened use of any explosives or other such explosive instrument(s) capable of inflicting substantial bodily injury.

False Alarms

The act of initiating a fire alarm or initiating a report warning of a fire or an impending bombing or other catastrophe without cause.

Fighting

Physical aggression with another student that is designed to or likely to cause physical harm and/or substantial disruption to the education environment.

- Intentionally shoving, pushing or otherwise being physically aggressive.
- Intentionally engaging in a fight which may result in minor cuts, scrapes or bruises.
- Intentionally engaging in a fight which may result in major injuries.

Forgery

The act of falsely signing the name of another person, or falsifying times, dates, grades, addresses or other data on school forms or correspondence directed to or from the school.

Gambling

The act of illegal betting for money or valuables.

Gang or Criminal Gang

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

Gang Activity

The commission of, attempted commission of, conspiracy to commit or solicitation of two or more underlying crimes or acts by a juvenile that would be an underlying crime if committed by an adult.

Group Fight

Any physical attack or actual fighting by two or more students against another group of students consisting of two or more students. Students who have been identified as being involved in a group fight that resulted in serious bodily injury, and/or caused serious disruption of the school day or school environment, will be subject to disciplinary action.

Indecent Exposure

Deliberate exposure of the private parts of the body in a lewd or indecent manner in a public place on school grounds or at a school-related activity.

Internet/Computer Misuse

Use of Internet and/or computer resources for purposes other than legitimate educational activity under the direction of professional staff.

Loitering

Willful presence in a school building or restricted area of same at unauthorized times.

Peer Mediation

A form of conflict resolution in which students serve as mediators and help their peers deal with and develop solutions to conflicts.

Physical Attack

Physically pushing, hitting or otherwise attacking another student, staff member or other person lawfully on school property. Any assault that results in serious bodily injury will be considered a Level 5 offense.

Physical Attack on Adult

The act of assaulting, or an attempt to assault, any administrator, teacher or other adult, either on school property or school bus while in attendance at any school sponsored and supervised activity.

Plagiarism

Deliberately presenting the ideas, works or statements of another as one's own, without acknowledgement of the source.

Portable Electronic Device (PED)

An electronic device that emits an audible signal, visual signal, vibration, displays a message, or otherwise summons the possessor. This may include, but is not limited to: cell phones, paging devices, electronic emailing devices, radios, tape players, CD players, DVD players, video cameras, iPods or other MP3 players, portable video game players, laptop computers, personal digital assistants (PDAs), cameras, iPads, e-readers and any device that provides a connection to the Internet.

Possession of Fireworks

The possession, use or threatened use of any fireworks items such as lady fingers, sparklers, Roman candles or other similar items.

Possession or Use of Weapons or Instruments Used As Such

- Possessing an implement that is likely to cause serious bodily harm, without intent to use.
- Possessing an implement that is likely to cause serious bodily harm, with intent to use.
- Using as a weapon an implement that is likely to cause serious bodily harm.

School Liaison

The school liaison serves as a contact between teachers and students/parents/guardians during out-of-school suspensions or expulsions.

Sexual Activity

Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, soliciting and sexting.)

Sexual Attack

Intentionally engaging in a physical sexual attack on another.

Sexual Harassment

Behavior which includes, but is not limited to, verbal or physical sexual advances, pressure for sexual activity and unwelcome sexually motivated touching, pinching, threats or gestures of a sexual nature; obscene or profane language or humor; sexually oriented printed material; or demanding sexual involvement accompanied by patting or intentional brushing against; repeated sexual verbal harassment.

Sexual Misconduct

Sexual harassment (e.g., unwelcome sexual advances; request for sexual favors; and other inappropriate verbal, written or physical conduct of a sexual nature).

Shakedown/Strong Arm/Extortion

The act of obtaining under duress or by threat, borrowing, or attempting to borrow, any money or thing of value from a person in the school, or at a school sponsored activity, unless both parties enter into the agreement freely and without the presence of an implied or express threat.

Serious Bodily Injury

Severe physical damage or harm caused to the structure or function of the body caused by an outside agent or force requiring extensive medical treatment or hospitalization. Such injuries would include substantial risk of death; temporary or permanent loss of, or loss of the use of, any body part; unconsciousness; disfigurement; and/or prolonged physical pain.

Suspension

The denial of the right of a student to attend school and participate in all school-related activities for a period of time determined by the principal or the Chief Executive Officer or designee. The student remains enrolled in the school system and is eligible to receive and make-up all homework/classwork missed during the period of suspension.

Theft

The act of taking or acquiring the property of others without their consent.

Threat

Aggressive verbal or written language or gestures directed towards a student, a Prince George's County employee and/or any other person lawfully on school property or during distance learning. A threat, which seems like a joke to you, could be taken seriously by someone else. This includes threats made verbally, via text, email, or posted on the internet. Students should avoid making threats. Students who have been found responsible for threats will face disciplinary action under the Code of Student Conduct, including suspension, transfer to a different school, and referral to law enforcement, if warranted.

Threat Assessment

A process that addresses a transient, imminent substantive, or very substantive threat.

Threats of Mass Violence

A threat that places reasonable fear that a crime will be committed, impacts a decline in school attendance, causes an evacuation from the dwelling, storehouse, or public place, or requires individuals to remain within the designated place for an undersigned period of time.

Tobacco Violations

The act of possessing, using or distributing tobacco or nicotine products (including but not limited to cigarettes, e-cigarettes, cigars, pipe, tobacco, snuff, chewing tobacco or smokeless tobacco) anywhere on school property and/or during school-sponsored events.

Trespassing

Unauthorized presence on school property after being warned to leave, or presence on school property after being warned not to come onto school property. This includes while a student is on suspension.

Truancy

Being unlawfully absent from school for 8 days or more in a quarter, 15 days in a semester, or 20 days in a school year.

Unauthorized Departure from School

Leaving school or a school-related activity without the permission from parent and appropriate school official.

Unauthorized Possession, Use or Distribution of Over-the-Counter Medication

The possession, use or distribution of unregulated medications including, but not limited to, cold medications, cough syrup, pain medications, antihistamines, herbal supplements, vitamins, and other medications for sale without a physician's prescription.

Unauthorized Use of Electronic and/or Portable Communication Devices (PEDs)

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

ACKNOWLEDGEMENT OF REVIEW OF THE STUDENT RIGHTS & RESPONSIBILITIES HANDBOOK

Student's Name

Teacher/Grade

Please review the *Student Rights & Responsibilities Handbook* with your child. Good behavior is important whether instruction is face to face, 100% distance learning, or hybrid. It is so central to success in school that there will be periodic reviews of important sections of the Code of Student Conduct during the year.

It is essential that the school and home work together to assure that all students meet the high expectations for behavior established in the Code of Student Conduct. This enables students to succeed in school and the community. Your support is vital in this process.

After you have reviewed the *Student Rights & Responsibilities Handbook* and the Code of Student Conduct with your child, please sign and return the signed form to the school. For quick reference, you may access the handbook at: www.pgcps.org/student_rights_responsibilities.htm.

As the parent/guardian of the above student, I have read and discussed the *Student Rights and Responsibilities Handbook*, including the Code of Student Conduct.

I understand that the *Student Rights & Responsibilities Handbook* and the policies and regulations it references apply to all students at all times, during distance learning, in school system buildings, on school system property and in all school vehicles; and at all school, school-related, or Board-sponsored activities, including but not limited to, school field trips and school sporting events, whether such activities are held on school property, virtually, or at locations off school property, including private business or commercial establishments.

I understand that students who violate the Code of Student Conduct may be prohibited from participation in extracurricular activities including prom, graduation and others.

Parent/Guardian's Signature

Date

Student's Signature

Date

Please return this form to your child's teacher.



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