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Prince George’s County Board of Education

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Developing world class students and guiding student behavior are the cornerstones of this handbook. Students, please read and retain. Parents, please read and discuss with your child and members of your community. Teachers and administrators, please discuss the contents with your students and use this handbook as a guide for maintaining a positive learning environment. Community members, please read and share the information as you engage with your neighbors, family and friends. Working together, our students will benefit and soar to greatness.
Dear Students, Parents and Guardians,

Prince George’s County Public Schools serves over 124,000 students. The school system offers broad and varied academic programs to ensure every student excels under the guidance of talented, caring and committed staff members. From preschoolers learning the alphabet to high school seniors taking Advanced Placement courses and awaiting college acceptance, and for every grade in between, Prince George’s County Public Schools is committed to serving the academic needs of each and every student. We are equally committed to preparing our students to be college and/or career ready upon graduation.

Students, make a decision to give 100% in class every day and be guided by respect, responsibility, reliability, honesty and integrity. These principles are the foundation for students’ success in Prince George’s County Public Schools.

As your child’s first teacher and our partner in education, we encourage parents and guardians to continue an active role in their child’s academics by visiting the school on a regular basis, supporting our teachers’ educational process, participating with the Parent-Teacher Association (PTA) and volunteering in a classroom or within the school. Your consistent support and active involvement increases your child’s academic experience and allows you to celebrate each and every success your child achieves in Prince George’s County Public Schools.

To ensure students continue to learn in a safe and supportive environment, we have developed the Student Rights and Responsibilities Handbook. This handbook is designed to outline the expectations for students and parents/guardians, as well as the procedures to teach students decision-making and problem-solving skills, along with consistently applying rules, expectations and discipline in our schools.

Please review the contents of this handbook with your child and make sure they are aware of the opportunities and their rights and responsibilities as a member of the Prince George’s County Public Schools’ community.

With the support of students, parents and guardians – along with the continued dedication of teachers and staff – PGCPS will continue to soar and reach great heights for student success.

Together, we will have a great year!

Kevin M. Maxwell, Ph.D.
Chief Executive Officer
Prince George’s County Public Schools
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.

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.

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 www1.pgcps.org/collegecareer 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!

Content includes:
- Graduation Requirements
- Specialty Programs
- Testing
- Careers
- Colleges
- Academic Support
- NCAA Academic Eligibility Standards
- Homework Help Sites
- Test Prep – SAT/PSAT/ACT/AP
Scholarships Database
PGCPS is committed to preparing students for college and the world of work. The scholarship link on the student section at 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.

To sign in to SchoolMax:
Visit www.pgcps.org/parents/ and click on “SchoolMax Family Portal” on the left.

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 Office……………………..301-669-6010
Area 2 Office……………………..301-669-6063
Area 3 Office……………………..301-669-6000
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 Outreach…301-618-7356
Fingerprinting……………………301-952-6775
Food & Nutrition Services………..301-952-6580
GED (Adult Education)…………301-322-0891
Head Start………………………301-408-7100
Health Services…………………..301-749-4722
Home & Hospital Teaching………301-567-8642
Homeless Education…………….301-925-2482
International School Counseling301-445-8460
Neediest Kids Program…………301-780-5910
Pupil Accounting & School Boundaries…………301-952-6300
Pupil Personnel Services………..301-780-5910
Section 504……………………301-952-6255
Special Education………………301-618-8300
Student Appeals…………………301-952-6195
Student Records & Transfers………………301-567-8751
Student Service-Learning………..301-808-5956
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
1-800-422-0779
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:

<table>
<thead>
<tr>
<th>Non-discrimination policies for students with disabilities under Section 504:</th>
<th>For non-discrimination policies based on gender, race, religion, sexual orientation, and disability:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natasha Jones, Section 504 Coordinator 14201 School Lane, Room 202 A2 Upper Marlboro, MD 20772 301-952-6255</td>
<td>Amana Simmons, Esq., EEO Advisor 14201 School Lane, Room 210 Upper Marlboro, MD 20772 240-573-7049</td>
</tr>
</tbody>
</table>

**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 (5-16 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.

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: Graduation Requirements

Maryland High School Core Requirements for Students Graduating in the Class of 2009-2017

PGCPS requires students to complete a minimum of 21 credits in the following:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>English 9,10,11,12</td>
</tr>
<tr>
<td>Math</td>
<td>3.0</td>
<td>Algebra I, Geometry, 1 add’l credit</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>Biology, 2 courses with a lab</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
<td>U.S. History; Local, State, National Government; and World History</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>None Specified</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.5</td>
<td>Your Personal Fitness</td>
</tr>
<tr>
<td>Health Education</td>
<td>0.5</td>
<td>Health Issues</td>
</tr>
<tr>
<td>Technology Education</td>
<td>1.0</td>
<td>Foundations of Technology**</td>
</tr>
<tr>
<td>Completer and Electives</td>
<td>5</td>
<td>2 credits of either*</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>*4 Credits must be earned after Grade 11</td>
</tr>
</tbody>
</table>

*World Language or American Sign Language (both credits must be in the same language per local requirements) and 3 credits in electives OR 5 credits OR 2 credits of Advanced Technology Education and 3 credits in electives OR 4-9 CTE credits plus electives OR complete (4-9 credits) a state approved Career and Technology Education (CTE) program and any remaining credits in electives.

**Schools with Project Lead the Way use the Principles of Engineering course.

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.

Student service-learning hours are a graduation requirement. Students must earn a minimum of 75 service-learning hours. However, 51 of the hours are included in the school’s social studies and science curriculum. Therefore, 24 hours must be earned with an appropriate non-profit organization.

Maryland High School Assessments (HSA)

All students take the HSA after completing the appropriate course in the following areas:

<table>
<thead>
<tr>
<th>HSA Subject Area</th>
<th>Required Passing Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra/Data Analysis</td>
<td>412</td>
</tr>
<tr>
<td>Biology</td>
<td>400</td>
</tr>
<tr>
<td>English 10</td>
<td>396</td>
</tr>
<tr>
<td>Government</td>
<td>Administration begins January 2014</td>
</tr>
</tbody>
</table>

Combined score of 1602 is passing as a graduation requirement Effective entering 9th graders in the 2013-14 school year
Maryland High School Core Requirements for Students Beginning With the Class of 2018

PGCPS requires students to complete a minimum of 21 credits in the following:

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits</th>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4.0</td>
<td>English 9,10,11,12</td>
</tr>
<tr>
<td>Math</td>
<td>4.0</td>
<td>Algebra I Common Core, Geometry Common Core, Algebra 2 Common Core, 1 add'l math credit</td>
</tr>
<tr>
<td>Science</td>
<td>3.0</td>
<td>Biology, 2 courses with a lab</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3.0</td>
<td>U.S. History; Local, State, National Government; World History</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1.0</td>
<td>None Specified</td>
</tr>
<tr>
<td>Physical Education</td>
<td>0.5</td>
<td>Your Personal Fitness</td>
</tr>
<tr>
<td>Health Education</td>
<td>0.5</td>
<td>Health Issues</td>
</tr>
<tr>
<td>Technology Education</td>
<td>1.0</td>
<td>Foundations of Technology**</td>
</tr>
<tr>
<td>Completer and Electives</td>
<td>5</td>
<td>2 credits of either*</td>
</tr>
</tbody>
</table>

**Total** 21  

*4 credits must be earned after Grade 11

*World Language or American Sign Language (both credits must be in the same language per local requirements) and 3 credits in electives OR 5 credits OR 2 credits of Advanced Technology Education and 3 credits in electives OR 4-9 CTE credits plus electives OR complete (4-9 credits) a state approved Career and Technology Education (CTE) program and any remaining credits in electives.

**Schools with Project Lead the Way use the Principles of Engineering course.

Assessment Requirements

<table>
<thead>
<tr>
<th>School Year</th>
<th>Assessment Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015: Grade 9</td>
<td>PARCC English 9; PARCC Algebra 1; HSA Biology; HSA Government</td>
</tr>
<tr>
<td>2015-2016: Grade 10</td>
<td>PARCC English 10; PARCC Algebra 1, Geometry, or Algebra 2; HSA Biology; HSA Government</td>
</tr>
<tr>
<td>2016-2017: Grade 11</td>
<td>PARCC English 11*; PARCC Algebra 1, Geometry, or Algebra 2; HSA Biology; HSA Government</td>
</tr>
<tr>
<td>2017-2018: Grade 12</td>
<td>PARCC Algebra 1, Geometry, or Algebra 2 HSA Government Transition courses if student is not college and career ready</td>
</tr>
</tbody>
</table>

**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.

Student Service-Learning Hours are a graduation requirement. Students must earn a minimum of 75 service-learning hours. However, 51 of the hours are included in the school’s social studies and science curriculum. Therefore, 24 hours must be earned with an appropriate non-profit organization.
SECTION 4: Student Attendance

Student Attendance Policy

School achievement begins with regular attendance. Parents/guardians must ensure that all school-age children in their care are in school on time daily. Additionally, school personnel must communicate any attendance problems or concerns to parents/guardians in a timely manner. Parents are required to send a signed written note with reason for absence. If the absence is excused, the student will receive missed classwork and assignments. Documentation may be requested for absences of three or more consecutive days.

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:

• Illness of the student. The principal shall require a physician’s certificate from the parent/guardian of a student reported continuously absent for illness.
• 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 his designee.
• Death in the immediate family.
• Observance of a religious holiday.
• Lack of authorized transportation (This shall not include students denied authorized transportation for disciplinary reasons.)
• Other emergency or set of circumstances approved by the Chief Executive Officer or his designee.
• State of emergency.
• Suspension.
• Court Summons.

Officer or the school principal, or their designees, as reason for excusing the student.

Unlawful Absence/Truancy

Unlawful absence and/or truancy is defined as the act of a pupil being absent from school for a day or any portion of a day from an individual class or any portion of a 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. Unlawful absence and/or truancy is defined as the act of a pupil being absent from school for a day or any portion of a day from an individual class or any portion of a class for any reason other than those defined as lawful.

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.
• 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 5: 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
Crossland Evening High School
Northwestern Evening High School
Summer High School
Adolescent Single Parent Program
Bullying, Harassment or Intimidation

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, socio-economic 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.

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. All reports should be documented in writing on the Bullying, Harassment or Intimidation Reporting Form. The form is available in schools, in this handbook and on the PGCPS website. The electronic form allows anyone to report directly to the school administrator or designee in a confidential format.

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.

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.

These issues must be brought to the attention of school administration. Unresolved concerns may be elevated to the Director of Student Engagement and School Support. Remember, all types of bullying, harassment or intimidation are reported on the reporting form.
SECTION 6: PGCPS Code of Student Conduct

The Level of Responses and Interventions chart below 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 school hours. In addition, this procedure applies while a student is located on or off school property during field 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.

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response:</strong></td>
<td><strong>Response:</strong></td>
<td><strong>Response:</strong></td>
<td><strong>Response:</strong></td>
<td><strong>Response:</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>If a student disrupts the school environment and/or school-related activities, a short-term suspension of 1-3 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.</td>
<td>Long-Term Suspension (4-10 days) and Extended Suspension (11-45 days) and/or referral to a Disciplinary Alternative Program – 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.</td>
<td>These responses involve the removal of a student from the school environment for 45 days or longer because of the severity of the behavior. A student may be expelled and/or referred to a Disciplinary Alternative Program for behavior that seriously disrupts the educational environment in the school, on the bus or at a school activity that affects the safety of others.</td>
</tr>
<tr>
<td><strong>Interventions:</strong></td>
<td><strong>Interventions:</strong></td>
<td><strong>Interventions:</strong></td>
<td><strong>Interventions:</strong></td>
<td><strong>Interventions:</strong></td>
</tr>
<tr>
<td>• Contact parent via telephone, e-mail or text message</td>
<td>• Change in schedule or class</td>
<td>• Notify parent/guardian</td>
<td>• Behavioral Intervention Plan</td>
<td>• Behavioral Intervention Plan</td>
</tr>
<tr>
<td>• Conduct a teacher or student conference</td>
<td>• Reprimand by appropriate administrator</td>
<td>• Referral to IEP/504 team (students with disabilities)</td>
<td>• Referral to community organizations</td>
<td>• Referral to community organizations</td>
</tr>
<tr>
<td>• Correct and provide verbal redirection in the classroom</td>
<td>• Parent/guardian notification</td>
<td>• Referral to Professional School Counselor</td>
<td>• Referral to Safe and Drug-Free Schools</td>
<td>• Referral to Safe and Drug-Free Schools</td>
</tr>
<tr>
<td>• Establish the buddy teacher system (placing a student in temporary time out in another classroom)</td>
<td>• Mentoring Program</td>
<td>• Revision to IEP/504 plan (students with disabilities) as needed</td>
<td>• Referral to Pupil Personnel Worker</td>
<td>• Referral to IEP/504 team (students with disabilities) for manifestation determination</td>
</tr>
<tr>
<td>• Develop a daily behavior progress sheet</td>
<td>• Revision to IEP/504 plan for students with disabilities</td>
<td>• Referral to School Instructional Team (SIT)</td>
<td>• Referral to School Instructional Team (SIT)</td>
<td>• Alternative Programs</td>
</tr>
<tr>
<td>• Take time with a student to reflect on the behavior or allow the student to apologize</td>
<td>• Loss of privileges</td>
<td>• Referral to community organizations</td>
<td>• Develop/Revise Functional Behavioral Assessment</td>
<td>• Suspension Request (long-term 4-10 days)</td>
</tr>
<tr>
<td>• Remove classroom privileges from a student (does not include recess)</td>
<td>• In-school suspension</td>
<td>• Referral to Student Support Team (SST)</td>
<td>• Assessment/Behavioral Intervention Plan</td>
<td>• Alternative Administrative Services</td>
</tr>
<tr>
<td>• Reassign the student’s classroom seat</td>
<td>• Detention</td>
<td>• Referral to Community Conferencing and Mediation</td>
<td>• Referral to School Psychologist</td>
<td>• Referral to School Psychologist</td>
</tr>
<tr>
<td>• Referral to School Instructional Team (SIT)</td>
<td>• Referral to Pupil Personnel Worker</td>
<td>• Functional Behavioral Assessment</td>
<td>• Beautification Project</td>
<td>• In-school suspension</td>
</tr>
<tr>
<td>• Referral to IEP/504 team (students with disabilities)</td>
<td>• Referral to School Psychologist</td>
<td>• Short-term suspension (1-3 days)</td>
<td>• Short-term suspension (1-3 days)</td>
<td>• Expulsion (45 days or longer; to be considered in most extreme cases)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>LEVEL 5</th>
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<tbody>
<tr>
<td><strong>Response:</strong></td>
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<td>These responses involve the removal of a student from the school environment for 45 days or longer because of the severity of the behavior. A student may be expelled and/or referred to a Disciplinary Alternative Program for behavior that seriously disrupts the educational environment in the school, on the bus or at a school activity that affects the safety of others.</td>
</tr>
<tr>
<td><strong>Interventions:</strong></td>
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<td><strong>Interventions:</strong></td>
<td><strong>Interventions:</strong></td>
</tr>
<tr>
<td>• Change in schedule or class</td>
<td>• Notify parent/guardian</td>
<td>• Behavioral Intervention Plan</td>
<td>• Behavioral Intervention Plan</td>
<td></td>
</tr>
<tr>
<td>• Reprimand by appropriate administrator</td>
<td>• Referral to IEP/504 team (students with disabilities)</td>
<td>• Referral to community organizations</td>
<td>• Referral to community organizations</td>
<td></td>
</tr>
<tr>
<td>• Parent/guardian notification</td>
<td>• Referral to Professional School Counselor</td>
<td>• Referral to Safe and Drug-Free Schools</td>
<td>• Referral to Pupil Personnel Worker</td>
<td></td>
</tr>
<tr>
<td>• Mentoring Program</td>
<td>• Revision to IEP/504 plan (students with disabilities) as needed</td>
<td>• Referral to Pupil Personnel Worker</td>
<td>• Referral to School Instructional Team (SIT)</td>
<td></td>
</tr>
<tr>
<td>• Revision to IEP/504 plan for students with disabilities</td>
<td>• Referral to School Instructional Team (SIT)</td>
<td>• Referral to community organizations</td>
<td>• Develop/Revise Functional Behavioral Assessment</td>
<td></td>
</tr>
<tr>
<td>• Loss of privileges</td>
<td>• Referral to Student Support Team (SST)</td>
<td>• Assessment/Behavioral Intervention Plan</td>
<td>• Assessment/Behavioral Intervention Plan</td>
<td></td>
</tr>
<tr>
<td>• In-school suspension</td>
<td>• Referral to Community Conferencing and Mediation</td>
<td>• Referral to School Psychologist</td>
<td>• Referral to School Psychologist</td>
<td></td>
</tr>
<tr>
<td>• Detention</td>
<td>• Referral to Community Conferencing and Mediation</td>
<td>• Beautification Project</td>
<td>• Beautification Project</td>
<td></td>
</tr>
<tr>
<td>• Referral to Pupil Personnel Worker</td>
<td>• Functional Behavioral Assessment</td>
<td>• In-school suspension</td>
<td>• In-school suspension</td>
<td></td>
</tr>
<tr>
<td>• Restitution</td>
<td>• Short-term suspension (1-3 days)</td>
<td>• Referral to School Psychologist</td>
<td>• Short-term suspension (1-3 days)</td>
<td></td>
</tr>
<tr>
<td>• Restorative practice strategies</td>
<td></td>
<td>• Functional Behavioral Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Conflict resolution and community conferencing</td>
<td></td>
<td>• Referral to School Psychologist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Assignment of work projects</td>
<td></td>
<td>• In-school suspension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Referral to community organizations</td>
<td></td>
<td>• Referral to School Instructional Team (SIT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Referral to School Psychologist</td>
<td></td>
<td>• Referral to Community Conferencing and Mediation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Referral to School Instructional Team (SIT)</td>
<td></td>
<td>• Referral to Student Support Team (SST)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Referral to IEP/504 team (students with disabilities)</td>
<td></td>
<td>• Develop/Revise Functional Behavioral Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Functional Behavioral Assessment (FBA)/Behavioral Intervention Plan</td>
<td></td>
<td>• Assessment/Behavioral Intervention Plan</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# PGCPS Code of Student Conduct: Disciplinary Response Levels

**Chart Key**

The chart will identify common areas of behavior that result in a Level of Response by PGCPS.

<table>
<thead>
<tr>
<th>Violation</th>
<th>Grade Levels</th>
<th>Response Levels</th>
<th>Points of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic</td>
<td>AG: All Grades</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>PK-5: Prekindergarten - Fifth Grades</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>6-12: Sixth through Twelfth Grades</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Academic dishonesty, cheating, plagiarism</td>
<td>AG</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Alcohol use and possession</td>
<td>AG</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Alcohol distribution, selling to students</td>
<td>AG</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Arson or fire serious bodily injury to another student</td>
<td>PK-5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Arson or fire attack on PGCPS employee, unintentional physical contact with school personnel</td>
<td>PK-5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Arson or fire attack on another student</td>
<td>PK-5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Arson or fire attack on school personnel: physically attacking an employee or other adult, including striking a staff members who is intervening in a fight or other disruptive activity</td>
<td>PK-5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Arson or fire attack on PGCPS employee causing serious bodily injury</td>
<td>PK-5</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bomb threat minor harassment (e.g., unwanted conduct that violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them)</td>
<td>AG</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Bomb threat 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</td>
<td>AG</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Bomb threat serious bullying/harassment (e.g., persistent or long-term harassment)</td>
<td>AG</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bomb threat 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.</td>
<td>AG</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bomb threat classroom or school environment 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</td>
<td>AG</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

**Response Levels**

1 | 2 | 3 | 4 | 5

**Points of Contact**

HD: Health Department
SE: Security
DSS: Department of Social Services
DSESS: Department of Student Engagement and School Support

**Classroom or School Environment Disruption**

AG: All Grades
PK-5: Prekindergarten - Fifth Grades
6-12: Sixth through Twelfth Grades

HD: Health Department
SE: Security
DSS: Department of Social Services
DSESS: Department of Student Engagement and School Support

**Classroom or School Environment Disruption**

AG: All Grades
PK-5: Prekindergarten - Fifth Grades
6-12: Sixth through Twelfth Grades

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SE: Security
DSS: Department of Social Services
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# PGCPS Code of Student Conduct: Disciplinary Response Levels

## Chart Key

The chart will identify common areas of behavior that result in a Level of Response by PGCPS.

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<tr>
<th>Violation</th>
<th>Grade Levels</th>
<th>Response Levels</th>
<th>Points of Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DESTRUCTION OF PROPERTY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property valued below $500</td>
<td>PK-5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>6-12</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Property valued above $500</td>
<td>PK-5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>6-12</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>DISRESPECT TOWARDS OTHERS/INSUBORDINATION</strong></td>
<td>AG</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Making inappropriate gestures, symbols or comments, or using profane or offensive language</td>
<td>AG</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Using verbal insults or put-downs, or lying to, misleading or giving false information to school staff</td>
<td>AG</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>The refusal or willful failure to respond to or carry out a reasonable request by authorized school personnel</td>
<td>AG</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>DRESS CODE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Failure to comply with dress code</td>
<td>AG</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>DRUGS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unauthorized use/possession of prescription drugs</td>
<td>AG</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Use/possession of illegal drugs or paraphernalia including imitation or prescription (See pages 35 &amp; 36)</td>
<td>AG</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Unauthorized possession, use or distribution of over-the-counter medication</td>
<td>AG</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Distribution or selling illegal drugs/prescription drugs</td>
<td>PK-5, 6-12</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>FAILURE TO COME TO CLASS PREPARED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FAILURE TO WEAR IDENTIFICATION BADGE</strong></td>
<td>AG</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>FALSE ALARM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>FIGHTING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical aggression with another student (e.g., shoving or pushing)</td>
<td>AG</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Physical aggression with another student that results in minor injuries</td>
<td>AG</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fighting resulting in serious bodily injury</td>
<td>PK-5, 6-12</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>FORGERY</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GAMBLING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gambling requiring the use of money or exchangeable goods</td>
<td>AG</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
# PGCPS Code of Student Conduct: Disciplinary Response Levels

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<th>Grade Levels</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>GROUP FIGHT</strong></td>
<td>AG: All Grades</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Group fight causing material disruption to the school day</td>
<td>PK-5: Prekindergarten - Fifth Grades</td>
<td></td>
<td>SE: Security</td>
</tr>
<tr>
<td>Group fight resulting in serious bodily injury</td>
<td>6-12: Sixth through Twelfth Grades</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>INCITING OTHERS TO VIOLENCE OR DISRUPTION</strong></td>
<td>AG: All Grades</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Directly instigating or prompting others to cause a disruption</td>
<td></td>
<td></td>
<td>DSES: Department of Student</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Engagement and School Support</td>
</tr>
<tr>
<td><strong>INTERNET/COMPUTER MISUSE</strong></td>
<td>PK-5: Prekindergarten - Fifth Grades</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Any unauthorized or inappropriate use of technology related resources</td>
<td>6-12: Sixth through Twelfth Grades</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>EXPLOSIVES</strong></td>
<td>PK-5: Prekindergarten - Fifth Grades</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Possession, use or distribution of explosives (does not include small fireworks)</td>
<td>6-12: Sixth through Twelfth Grades</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>POSSSESSION OR USE OF WEAPONS OR INSTRUMENTS USED AS SUCH</strong></td>
<td>PK-5: Prekindergarten - Fifth Grades</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Other weapons: possessing an implement that is likely to cause serious bodily harm, without intent to use.</td>
<td>6-12: Sixth through Twelfth Grades</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Use or attempt to use weapon</td>
<td></td>
<td>5</td>
<td>DSS: Department of Social Services</td>
</tr>
<tr>
<td>Other guns: possessing a look-alike gun (e.g., water guns, toy guns)</td>
<td></td>
<td>5</td>
<td>DSES: Department of Student Engagement and School Support</td>
</tr>
<tr>
<td>Possessing an unloaded/inoperable non-firearm gun (e.g., pellet guns, BB guns)</td>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Possessing an unloaded/operable non-firearm gun</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Possessing firearms (e.g., hand guns)</td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td><strong>SEXUAL MISCONDUCT</strong></td>
<td>PK-5: Prekindergarten - Fifth Grades</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Sexual harassment (e.g., unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written or physical conduct of a sexual nature)</td>
<td>6-12: Sixth through Twelfth Grades</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, soliciting and sexting)</td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td><strong>SEXUAL ATTACK</strong></td>
<td>PK-5: Prekindergarten - Fifth Grades</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Intentionally engaging in a physical sexual attack on another</td>
<td>6-12: Sixth through Twelfth Grades</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>REFERRAL TO COUNSELING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# PGCPS Code of Student Conduct: Disciplinary Response Levels

## Chart Key

The chart will identify common areas of behavior that result in a Level of Response by PGCPS.

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Response Levels</th>
<th>Points of Contact</th>
</tr>
</thead>
</table>
| AG: All Grades | 1 | 2 | 3 | 4 | 5 | HD: Health Department  
| PK-5: Prekindergarten - Fifth Grades |  |  |  |  |  | DSS: Department of Social Services  
| 6-12: Sixth through Twelfth Grades |  |  |  |  |  | SE: Security  
|  |  |  |  |  |  | DSESS: Department of Student  
|  |  |  |  |  |  | Engagement and School Support  
|  |  |  |  |  |  | SA: Safe & Drug-Free Schools  
|  |  |  |  |  |  | PG: Police Department  

## Violations

<table>
<thead>
<tr>
<th>Violation</th>
<th>Grade Level</th>
<th>Response Level</th>
<th>Point of Contact</th>
</tr>
</thead>
</table>
| **Shakedown/Strong Arm/Extortion** | PK-5 | 2 | 3 | SE  
| Using a threat (without a weapon) to get a person to turn over his property | 6-12 | 2 | 3 |  
| Using a threat (with a weapon) to get a person to turn over his property | PK-5 | 2 | 3 | 4 | SE  
| 6-12 | 4 | 5 |  
| **Theft** | PK-5 | 2 | 6-12 | 2 | 3 | SE  
| Theft below $500 |  |  
| Theft $500 or more | PK-5 | 2 | 3 | SE  
| 6-12 | 3 |  
| **Threat** | AG | 1 | 2 | 3 |  
| Written or verbal threat to a student |  
| Written or verbal threat to a PGCPS employee | PK-5 | 2 | 3 | SE  
| 6-12 | 3 |  
| **Tobacco Use** | AG | 1 | 2 | 3 | 1-3 Days Maximum | SA  
| **Trespassing** | AG | 2 | 3 | SE  
| **Truancy** | AG | 1 | 2 | NOTIFY PARENTS AND FOLLOW APS113 |  
| Leaving class or area without school permission; unauthorized departure from school |  
| Persistent or excessive tardiness to class or school | AG | 1 | 2 |  
| Loitering | AG | 1 | 2 |  
| Class cutting | AG | 1 | 2 |  
| **Unauthorized Use of Electronic and/or Portable Electronic Devices** | AG | 1 | 2 |  

### Chart Key

- HD: Health Department
- DSS: Department of Social Services
- SE: Security
- DSESS: Department of Student Engagement and School Support
- SA: Safe & Drug-Free Schools
- PG: Police Department

### Points of Contact

- AG: All Grades
- PK-5: Prekindergarten - Fifth Grades
- 6-12: Sixth through Twelfth Grades
Special Notes

Suspensions

For Students With IEPs/504 Plans
When the school seeks to suspend students with disabilities for more than ten days, the Individual Education Program (IEP)/504 team must meet within ten days of the student’s removal from school. The purpose of this meeting is to determine whether or not the student’s behavior was a manifestation of the student’s disability. (Procedural Safeguards/Parental Rights)

- If the IEP/504 team determines that the student’s conduct is a manifestation of the student’s disability, the student is returned to school immediately.
- If the IEP/504 team determines that the conduct is not a manifestation of the student’s disability, the student is subject to the regular discipline procedures explained herein.

Regardless of whether the conduct is a manifestation of the disability, if the incident for which the student with an IEP is being disciplined involves a dangerous weapon, a controlled dangerous substance or serious bodily injury, the school system can unilaterally place a student in an alternative education setting for up to 45 school days.

Educational Services for Students With IEPs
Schools are required to provide students with IEPs a free, appropriate, public education (FAPE). While suspended, students must continue to receive educational services so as to enable them to continue to participate in the general education curriculum and progress toward meeting the goals set out for them in the IEP. The educational services should be documented on the Manifestation Determination Worksheet and explained to the parent/guardian.

Educational Services for General Education Students and Students With 504 Plans
For short-term and long-term suspensions, work will be provided. For extended suspensions and expulsions, if the student is not placed in an alternative educational program, the school liaison will ensure on a weekly basis that daily classwork and assignments are provided, graded, recorded and returned to the student. The school liaison will communicate with the student and parent/guardian on a regular basis.

Tests and Examinations
Principals may allow a student to take tests and examinations missed while on suspension. A student temporarily returning to school or another location solely to take tests or examinations must be accompanied by his/her parent/guardian.

Conferences
Although the conference is held to resolve the status of the suspension of the student, it is not a legal proceeding or hearing. The conference allows an opportunity to exchange views regarding a student’s well being, and at times may include discussion of confidential information pertinent only to the parties immediately affected by the information. While the overall record of a student should be considered, the determination of whether a student has committed the misconduct of which he/she is charged must be based solely on information that relates to the specific incident. At all levels, the student and parent/guardian have the right to be represented by legal counsel, provided the parent/guardian gives his/her verbal consent for such representation, or if absent, gives written consent for representation. If the student and parent/guardian are to be represented by legal counsel, prior notification of this fact shall be given to the Chief Executive Officer or his/her designated representative.

Participation in School and School-Related Activities
Suspended students are not eligible to participate in any school functions or be on any Board of Education property for the entire period of their suspensions, except for attendance at previously scheduled appointments, and, if the student is a minor, only with the parent/guardian. This prohibition includes attendance at athletic events and other school-related activities.

Expulsions

Participation in School and School-Related Activities
Students who have been expelled from school are not eligible to participate in any school functions or be on any Board of Education property for the duration of their expulsions, except for attendance at previously scheduled appointments, and, if the student is a minor, only with the parent/guardian. This prohibition includes attendance at athletic events and other school-related activities.

Students Currently Expelled from Another School System
A student who enrolls or attempts to enroll in Prince George’s County Public Schools who has been expelled from or placed on an extended suspension from another school system, or has been expelled from an alternative middle or high school, may be denied attendance for a length of time equal to the time the student has been so expelled or on extended suspension.

Other

Restitution
If a student damages, destroys or substantially decreases the value of school property or any personal possessions on school property while committing an offense of this Code or any other law or regulation, the principal may require the student or parent/guardian to make restitution. The following is applicable in all cases except those which have been referred to the Department of Juvenile Services.

- The principal may require restitution through financial payment, a student work project at the school or an appropriate combination of these.
- If the principal orders financial restitution, the restitution amount is not to exceed the fair market value of the property.
- The maximum amount of financial restitution that may be ordered by the principal is $2,500.

Search of Students
The principal, assistant principal, or school security staff may search a student. Additionally, a principal may designate, in writing, a teacher who may conduct searches while students are on a school-sponsored trip if he/she has a reasonable belief that a student has possession of an item, the possession of which is a criminal offense or a violation of other state law or PGCPs rules or regulations.

Authorized personnel conducting a search of the student’s person, possession, locker or assigned personal space will make a reasonable effort to inform the student prior to the search. Illegal items that are seized will be turned over to law enforcement personnel. All other items will be returned to the student or parent/guardian within a reasonable period of time.

Reportable Offenses
(formerly Community Offenses)
Notice of a reportable offense, as defined in COMAR 13A.08.01.17, may not be the only basis for the suspension, reassignment, or expulsion of a student from school. If needed, the school system will make an appropriate educational program for every student who has been arrested by a law enforcement agency for a reportable offense. School administrators with parent/guardian input will determine whether a student’s presence in the home school creates a safety and/or security risk and develop the appropriate educational program. Appropriate educational programming and related services will be provided to an identified student with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and corresponding state law.
SECTION 7: 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.

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.

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 Suspension
In-school suspension is when the administrator determines that a student’s conduct warrants removal from class but not the school building. The student may be placed in in-school suspension for a class period, a portion of the school day, or the whole school day, for a time not to exceed five consecutive days for a single offense.

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 Safe and Drug-Free Schools
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 Justice Practices
Interventions and responses designed to identify and address the harm caused by an incident. A plan will be developed to heal and correct the situation with the student who caused the harm.

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 accommodations, modifications and services to students with disabilities. This 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.

Student Instructional/Support Team
Usually consists of the school principal, nurse, pupil personnel worker, psychologist, teachers, and external agency representatives who help develop prevention and intervention techniques and may recommend classroom instructional strategies or additional instructional supports to assist the child. The team will meet on a regular basis to monitor the child’s progress and make additional recommendations for interventions, if needed.

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.

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. The student may be placed in in-school suspension for a class period, a portion of the school day, or the whole school day, for a time not to exceed five consecutive days for a single offense.

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 school for a period of more than ten days but not longer than 45 days for a violation that poses a serious safety threat to students or staff, or is chronic and extremely disruptive to the educational process. 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 and parent/guardian within ten days of the student’s removal from school. After the conference, the PPW will report their 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 an 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 for a violation that poses a serious safety threat to students or staff. 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.
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.

**DISCIPLINARY RESPONSES**

Parents are responsible for the supervision and safety of students from home until they board the bus, as well as from the bus stop to home.

### 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

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**SECTION 8: Transportation and Bus Behavior**

**SECTION 8: Transportation and Bus Behavior**

**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.

**VIOLATION | GRADE LEVEL | RESPONSE LEVEL**

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

**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.
**System-Wide Dress Code**

Students attending Prince George's County Public Schools should dress appropriately and in a way that is consistent with learning being a priority.

**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.

**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 my 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 PGCPSS 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, Controlled or Drug Paraphernalia as defined in Article 27 of the Annotated Code of Maryland 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, not withstanding 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 have a “Notification of Request for Expulsion” filed by their school administrator and receive a short term suspension. That student will also be granted the opportunity to opt for the alternative to expulsion which is mandatory counseling sessions. The principal or his or her designee will provide the student’s parent/guardian with a list of community agencies that can provide the mandatory two counseling sessions. The school must call in the violation to the Safe and Drug-Free Schools Office. The student must provide to their school and the Safe and Drug-Free Schools Office documentation stating the counseling appointment date from the approved agency.

Second Offense
If a student is readmitted after an expulsion has been rescinded in accordance with the above condition and there is a further offense under this section, the principal or his/her designee will provide the students parent/guardian with a list of community agencies that can provide four mandatory counseling sessions. The school must call in the violation to the Safe and Drug-Free Schools Office. The student must provide to their school and the Safe and Drug-Free Schools Office documentation stating the counseling appointment date from the approved agency. Non-compliance in the alternative to expulsion will result in the “Notification of Request for Expulsion.”

Third Offense
If a student is readmitted after the expulsion has been rescinded in accordance with the above condition and there is a further offense under this section, the Chief Executive Officer may not rescind that expulsion.
• Any rescission for a third or further offense must be ordered by the Board of Education. 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 Student Affairs/Safe and Drug-Free Schools Office.
• Student must complete an appropriate tobacco education program no later than four weeks from the date of the Code violation.
• Student and parent/guardian will sign a contract stating there will be no further violation of the Code. Non-compliance will result in a two-day suspension or in-school suspension.

Second Offense
• Parental notification by referring administrator.
• Administrative referral to Student Affairs/Safe and Drug-Free Schools Office.
• Student is placed on suspension for one day.
• Conference with parent/guardian is scheduled.
• Student and the parent/guardian will complete an appropriate tobacco education program no later than four weeks from the date of the Code violation. Non-compliance will result in an additional two-day suspension or in-school suspension.

Third Offense
• Parental notification by referring administrator.
• Administrative referral to Student Affairs/Safe and Drug-Free Schools Office.
• Student is placed on suspension for two days.
• Conference with parent/guardian is scheduled.
• Student must complete an appropriate tobacco cessation program no later than ten weeks from the date of the student’s readmission to school. Non-compliance will result in an additional three-day suspension or in-school suspension.

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 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.

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
Middle School Athletic Association

Administrative Procedure 5158
Disruptive Acts Requiring Security Measures

Administrative Procedure 10201
Court Proceedings

Procedural Safeguards: Parental Rights
SECTION 10: Glossary

Academic Dishonesty
Cheating – Providing, receiving or viewing answers to quiz or test items or independent assignments. Having books, notes/notebook 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. 24)

Arson/Fire
Intentionally setting or attempting to set a fire or helping others to set a fire without intent to endanger others.

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, socio-economic 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.

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

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/Insubordination
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. 24)

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.

Harassment/Intimidation
An incident or a series of actions, statements or behaviors directed at a specific individual or group with the intent of annoying, ridiculing, demeaning, tormenting, intimidating or otherwise causing fear in another person. (Sexual orientation, racial, religious)
Inciting Others to Violence or Disruption
By words, acts or deeds, directly instigating or prompting others to commit violence or cause a disruption in any environment, including athletic events.

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.

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 V offense.

Physical Attack on Any Prince George’s County Public Schools Employee
The act of assaulting, or an attempt to assault, any administrator, teacher or other staff member, 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; disfiguration; 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.

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 absent from school without an excused reason.

Unauthorized Departure from School
Leaving school or a school-related activity without the permission from parent and appropriate school official. (For students who skip classes and leave school grounds, see Administrative Procedure 5113, Pupil Attendance and Absence.)

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)
(Excluding use of a device in a school emergency or preapproved situation.) Persistent-ly having out a personal electronic device or using a PED without permission, or inappropriately using a PED after student has been warned. Devices include cell phones, music players, tablets, electronic gaming devices and other portable electronic devices.
DIRECTIONS: Bullying, harassment, and intimidation are serious and will not be tolerated. This is a form to report alleged bullying, harassment, or intimidation that occurred during the current school year on school property, at a school-sponsored activity or event off school property, on a school bus, or on the way to and/or from school*; or on the Internet – sent on or off school property; or that substantially disrupted the orderly operation of the school. Bullying, harassment and intimidation mean any intentional conduct, including verbal, physical or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities or performance, or with a student’s physical or psychological well-being. The conduct must (1) 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 (2) be threatening or seriously intimidating. Electronic communication means communication transmitted by means of electronic device, including a telephone, cellular phone, computer or pager. Conduct that is of a sexual nature is the most commonly reported form of sexual harassment. This term is generally thought to mean actions, language or visual materials which specifically refer to, portray or involve sexual activity or language. Conduct of a sexual nature may include overt sexual solicitations, inappropriate touching, sexual jokes and inquiries about a person’s sex life. Sexual harassment is the broader term that encompasses conducts of a sexual nature such as unwelcomed 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.

If you are a student, the parent/guardian of a student, a close adult relative of a student, or a school staff member and wish to report an incident of alleged bullying, harassment, or intimidation, complete this form and return it to the Principal at the student victim’s school. You may contact the school for additional information or assistance at any time.

(PLEASE PRINT ALL INFORMATION)

Today’s Date: __________ / __________ / __________ School: ________________________________________________________________
Month Day Year

School System: ____________________________________________

PERSON REPORTING INCIDENT

Name: _____________________________________________________

Telephone: ___________________________        E-Mail: _____________________________________________________

Place an X in the appropriate box: ☐ Student  ☐ Parent/guardian of a student  ☐ Close adult relative of a student  ☐ School Staff  ☐ Bystander

1. Name(s) of student victim(s): ___________________________ Age: _______ School: ___________________________
   ___________________________________________ Age: _______ School: ___________________________
   ___________________________________________ Age: _______ School: ___________________________

2. Name(s) of alleged witness(es) (if known):
   ___________________________________________ Age: _______ School: ___________________________
   ___________________________________________ Age: _______ School: ___________________________
   ___________________________________________ Age: _______ School: ___________________________

3. Name(s) of alleged offender(s) (if known):
   ___________________________________________ Age: _______ School: ___________________________
   ___________________________________________ Age: _______ School: ___________________________
   ___________________________________________ Age: _______ School: ___________________________

Is he/she a student? ☐ Yes ☐ No
   ___________________________________________ Age: _______ School: ___________________________
   ___________________________________________ Age: _______ School: ___________________________
   ___________________________________________ Age: _______ School: ___________________________

4. On what date(s) did the incident happen?:
   _______/ _______/ _______     _______/ _______/ _______     _______/ _______/ _______
   Month Day Year    Month Day Year    Month Day Year

5. Place an X next to the statement(s) that best describes what happened (choose all that apply):
   ☐ Any bullying, harassment, or intimidation that involves physical aggression
   ☐ Getting another person to hit or harm the student
   ☐ Teasing, name-calling, making critical remarks, or threatening, in person or by other means
   ☐ Demeaning and making the victim of jokes
   ☐ Making rude and/or threatening gestures
   ☐ Excluding or rejecting the student
   ☐ Intimidating (bullying), extorting, or exploiting

(continued on back)
Spreading harmful rumors or gossip
Related to the student's disability
Related to the student's perceived sexual orientation
Cyber bullying (e.g. social media including Facebook, Twitter, Vine, Instagram, etc.)
Electronic communication (e.g. email, text, sexting, etc.)
Gang related
Gang recruitment
Human trafficking/Prostitution recruitment
Racial Harassment
Sexual Harassment
Sexual in nature
Other (specify) _______________________________________________________________________

6. Where did the incident happen (choose all that apply)?

- On school property
- At a school-sponsored activity or event off school property
- Via Internet — sent on or off school property
- On a school bus
- On the way to/from school*

*Will be collected unless specifically excluded by local board policy

7. Describe the incident(s), including what the alleged offender(s) said or did.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(Attach a separate sheet if necessary)

8. Why did the bullying, harassment or intimidation occur?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(Attach a separate sheet if necessary)

9. Did a physical injury result from this incident? Place an X next to one of the following:

- No
- Yes, but it did not require medical attention
- Yes, and it required medical attention

10. If there was a physical injury, do you think there will be permanent effects?  

- Yes
- No

11. Was the student victim absent from school as a result of the incident?  

- Yes
- No

If yes, how many days was the student victim absent from school as a result of the incident? __________

12. Did a psychological injury result from this incident? Place an X next to one of the following:

- No
- Yes, but psychological services have not been sought
- Yes, and psychological services have been sought

13. Is there any additional information you would like to provide?

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(Attach a separate sheet if necessary)

Signature: _________________________________________________________________________
Date: __________________

Maryland State Department of Education in accordance with the Safe Schools Reporting Act of 2005

The Board of Education of Prince George's County does not discriminate in admissions, treatment, or employment on the basis of race, color, sex, age, national origin, religion, sexual orientation, or disability. For TTD Services/Hearing & Speech Impaired, call 301.952.6068.
MEMORANDUM OF UNDERSTANDING

Code of Student Conduct Memorandum of Understanding

Prince George's County Public Schools (PGCPS) has adopted the Student Rights and Responsibilities Handbook to ensure schools maintain a safe and orderly environment for students and teachers. The policies and regulations apply to all students while on PGCPS property, which includes: school grounds, school vehicles and during all Board of Education or school related or sponsored activities/events. The offenses listed below are subject to extended suspensions or expulsions.

| EXTENDED SUSPENSION |  |
|----------------------|  |
| **ALCOHOL/DRUGS**    | Distributing, selling alcohol/drugs, transferring alcohol/drugs or any alcohol/drug substance to any person with or without the exchange of money. |
|                      | Unauthorized possession or distribution of illegal/imitation drugs, prescription or over the counter medications. |
| **BULLYING/HARASSMENT** | Bullying/harassment that is repeated or continues long term through the Internet or other use of technology. |
| **PROPERTY**         | Making a bomb threat or threatening a school with a shooting. |
|                      | Indicating a warning, fire or other catastrophe without cause. |
| **PHYSICAL**         | Physical attack (student or school personnel), intentionally physically hitting, shoving, pushing, or otherwise attacking another person even if unprovoked. |
|                      | Causing bodily injury during a fight or intentionally fighting which results in serious bodily injuries. |
|                      | A physical alteration involving two or more students against another group of students, which causes disruption of the school environment. |
|                      | The process of obtaining property from another with/without that person's consent by wrongful use of force, striking fear or threats of burglary/robbery. |
|                      | Taking property without the owner's permission, which is valued greater than $500.00. |
|                      | Intentionally causing damage to a school or other's property. |
| **THREAT**           | Making a bomb threat or threatening a school with a shooting. |
|                      | Taking property without the owner's permission, which is valued greater than $500.00. |
|                      | Intentionally causing damage to a school or other's property. |
| **SEXUAL MISCONDUCT** | Engaging in inappropriate behavior of a sexual nature (ex. indecent exposure, sexual activity, soliciting sex, sexting, or repeated sexual harassment.) |
| **INTERNET/COMPUTER MISUSE** | Use of Internet and/or computer resources for purposes other than legitimate educational activity. |

| EXPULSION |  |
|-----------|  |
| **ALCOHOL/DRUGS** | Distributing, selling alcohol/drugs, transferring alcohol/drugs or any alcohol/drug substance to any person with or without the exchange of money. |
|            | Unauthorized possession or distribution of illegal/imitation drugs or prescription drugs. |
| **PHYSICAL** | Serious bodily injury or 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. Examples: substantial risk of death, temporary or permanent loss of any body part, unconsciousness, disfigurement and/or prolonged physical pain. |
|            | Intentionally attacking school personnel by physically hitting, shoving, pushing or otherwise attacking another even if unprovoked. |
| **PROPERTY** | Shakedown/strong arm/extortion |
| **WEAPONS** | Possession or the use of weapons/instruments used to cause serious bodily harm. |
|            | Possessing a firearm (Examples include: handgun, an unloaded/inoperable non-firearm such as a pellet gun or BB gun and a loaded operable non-firearm.) |
|            | Possession, distribution, threats and the use of explosives. (Examples include: firecrackers, smoke bombs and flares). |
|            | Detonating or threatening to detonate an incendiary or explosive device or material. |
| **SEXUAL ATTACK** | Intentionally engaging in a physical sexual attack on another person. |

By signing below, you acknowledge that (1) you received this information from school staff; (2) understand the offenses that are listed; (3) understand if you violate the above offenses, it will lead to a disciplinary referral, which could result in an extended suspension or expulsion from PGCPS; (4) have been provided an opportunity to ask questions regarding terms or concepts that you do not understand; (5) understand fully what you are signing; and (6) or other misbehavior, if serious enough, can have a severe disciplinary consequence. Failure to sign and return this form to the school does not relieve the student from the responsibility of conforming to this Student Rights and Responsibilities Handbook.

Parent Printed Name  Parent Signature  Date

Student Printed Name  Student Signature  Date