Parent/Student Handbook
2015-2016

Partnering with the Community for a Better Tomorrow
Greetings from the Superintendent of Schools

Welcome to the 2015-2016 school year! The beginning of the school year is an exciting time for students and staff and we are pleased to provide you with this Student/Parent Handbook to help you successfully navigate our school system. Parents are a critical factor in their child’s education and we recognize they can’t serve in that capacity if they don’t have up-to-date information about our school system and programs, as well as clear and frequent communication. The handbook includes school system rules and regulations, a calendar of important school dates, school locations, starting and ending times, helpful tips about school closings or delays, and available programs and services for students and families.

We continue to practice our belief of “Everyday Excellence for Every Student.” We are involved in the development of a Comprehensive five-year strategic plan and like the Middle States process we went through three years ago, the development of our Strategic Plan will require many long hours of self-assessment and analysis of feedback from our stakeholder groups. We will reaffirm our goals and identify strategies and rigorous targets to ensure our students have every opportunity to be college and career ready when they leave our school system.

We will begin year two of our 5-year digital conversion. This past school year, all middle school students, as well as 5th grade students in several of our elementary schools, received a Google Chrome Book to use both at home and at school; this year our remaining 5th graders will receive Google Chrome Books and all high school students will receive a laptop computer. Plans are still in place that in 2016-17 all students in grades 3 and 4 will receive a Google Chrome Book.

Grades 5 through 8 students are using Techbooks rather than the traditional textbooks in social studies and science classes. Techbooks are very engaging, provide many more resources, and address alternative learning styles seamlessly. They feature video; interactive text; digital simulations and explorations; virtual and hands-on labs; and interactive glossaries with animations, audio and video. Our middle school math classes have been utilizing a web-based resource, Agile Minds, as well. Plans are in place to utilize Agile Minds in some of our high school math classes.

We are in our fourth year of implementing the Maryland College and Career Ready Standards and our students have responded well to this more rigorous course of study. Since the new PARCC state assessment is delivered online, we have provided our students with opportunities to take similar types of assessments online and will continue to do so this year. During this past school year many of our local assessments (i.e. mid-terms, finals, benchmarks) were given online! We found the testing online provided much faster feedback to both teachers and students. All of our students in grades 3-8 took the PARCC fieldtest this past year, as did students in PARCC English and PARCC Algebra. However, this year we will not receive data from the PARCC exam until late fall or early winter.

Please become involved in our schools as volunteers, as members of parent/booster organizations, as members of school improvement teams or county-level committees, and in support of school activities. We need to work together to create a safe environment for all of our children and to provide programs that meet every child’s needs. I hope you will take time to review this handbook with your child and keep it available for easy reference as you and your child plan for a successful school year. Our handbook is also available at www.qacps.org. I value your involvement in our school system and in your child’s education. Best wishes for a successful school year!

VISION
A graduate of Queen Anne’s County Public Schools will be well-educated, globally competitive and prepared to become a caring, productive citizen of the 21st Century.

MISSION STATEMENT
The mission of Queen Anne’s County Public Schools, a high-performing public school system, is to ensure that every student demonstrates a commitment to high achievement and everyday excellence, possessing the skills and knowledge to empower them to thrive and continue to grow intellectually, physically, emotionally and socially in a rapidly changing, globally competitive society; this will be accomplished through a partnership with our families and community, a world class curriculum, excellence in teaching and challenging educational experiences.

CORE VALUES OF QACPS
Focus on Results and Creating Value | Managing for Innovation | Learning-Centered Education | Systems Perspective | Visionary Leadership | Agility | Organizational and Personal Learning | Valuing Faculty, Staff, and Students | Management by Fact | Social Responsibility

BOARD OF EDUCATION MEMBERS

Tammy Harper
President

Beverly Kelley
Vice-President

Jennifer George
Member

Annette Dimaggio
Member

Arlene Taylor
Member
THE BOARD OF EDUCATION OF QUEEN ANNE'S COUNTY RESERVES THE RIGHT TO DISCLOSE IDENTIFIABLE INFORMATION THAT HAS BEEN DESIGNATED AS DIRECTORY INFORMATION CONTAINED IN THE EDUCATION RECORDS OF STUDENTS. DIRECTORY INFORMATION; INFORMATION THAT WOULD NOT GENERALLY BE CONSIDERED HARMFUL OR AN INVASION OF PRIVACY IF DISCLOSED.

The Queen Anne's County Board of Education directory information may include the following items relating to a student: Name, address, telephone listing, photograph, grade, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of athletic members, awards or degrees received, dates of attendance, home room assignments, honor roll and perfect attendance lists, other similar information as defined by the Board of Education of Queen Anne’s County, Federal Law requires schools to provide military recruiters, upon request, with names, addresses, and telephone listings. (Annotated Code of MD §7-111. )

PRIVACY NOTICE

School officials may disclose directory information of students unless the parent/guardian or student over the age of 18 informs the school system, in writing, that personal identifiable information is not to be designated as directory information with respect to that student. This notification must be received by the school system no later than 30 days after the beginning of the school year or from the date of enrollment. The right to disclose information extends to the following school year so that school officials may disclose bus routes, addresses of bus stops and school home room assignments in August preceding the beginning of the school year.

Queen Anne’s County Board of Education Public Notice

In October 1986, the U.S. Congress enacted the Asbestos Hazard Emergency Response Act (AHERA). Under this law, comprehensive regulations were developed to address problems in public and private elementary and secondary schools. These regulations required the Board of Education to inspect for friable and non-friable asbestos, develop asbestos management plans and address asbestos hazards in school buildings and to implement response actions in a timely manner. These regulations assign schools many responsibilities. The Queen Anne's County Board of Education’s program for fulfilling these responsibilities is outlined in the asbestos management plan for each school. The plan contains information on the schools' inspection results, re-inspection, and related material to meet the requirements of AHERA. Management plans can be reviewed at individual schools during normal school hours. The plans will also be available at the Board of Education Office for review.
Queen Anne’s County Public Schools
Information Online
www.qacps.org

For testing information: www.mdreportcard.org

The Maryland State Department of Education reports state, school system, and school level information to the public each year. This year, Maryland has incorporated significant changes into the report card to meet the requirements of “No Child Left Behind”. Some data are used to measure school performance with achievement levels of basic, proficient and advanced aligned to statewide standards. Other data are reported without standards as it describes school, school system and state characteristics. Please note that this information is updated every fall.

QACPS Television

QACTV presents on Atlantic Broadband Cable Channel 7 programs and information relating to Queen Anne’s County Public Schools. These include looking at a reading program for children, monthly Board of Education meetings, ceremonies, events, and profiles of our teachers and staff. QACPS’ scheduled information, meetings, updates and weather-related are announced on the Cable Channel.

Contact Information
QACPS/QACTV7
202 Chesterfield Ave.
Centreville, MD 21617
410-758-2403, ext. 148

View schedule of shows at www.qactv.com
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List of Schools

**ELEMENETARY SCHOOLS**

- **CAMPUS SCHOOL BAYSIDE ELEMENTARY**
  301 Church Street
  Stevensville, Maryland 21666
  410-643-6181

- **KENT ISLAND ELEMENTARY**
  110 Elementary Way
  Stevensville, Maryland 21666
  Mr. Lawrence Dunn, Jr., Principal
  410-643-2392

- **CENTREVILLE ELEMENTARY**
  213 Homewood Avenue
  Centreville, Maryland 21617
  Mr. David DuLac, Principal
  410-758-1320

- **CHURCH HILL ELEMENTARY**
  631 Main Street
  Church Hill, Maryland 21623
  Dr. Lloyd W. Taylor, Principal
  410-556-6681

- **GRASONVILLE ELEMENTARY**
  5435 Main Street
  Grasonville, Maryland 21638
  Mrs. Michelle Carey, Principal
  410-827-8070

- **KENNARD ELEMENTARY**
  420 Little Kidwell Avenue
  Centreville, Maryland 21617
  Mr. Sean Kenna, Principal
  410-758-1166

- **MATAPEAKE ELEMENTARY**
  651 Romancoke Road
  Stevensville, Maryland 21666
  Mrs. Carol Kamp, Principal
  410-643-3105

- **SUDLERSVILLE ELEMENTARY**
  300 S. Church Street
  Sudlersville, Maryland 21668
  Mrs. C. Michele Hampton, Principal
  410-438-3164

**MIDDLE SCHOOLS**

- **CENTREVILLE MIDDLE**
  231 Ruthsburg Road
  Centreville, Maryland 21617
  Mrs. Amy Hudock, Principal
  410-758-0883

- **MATAPEAKE MIDDLE**
  671 Romancoke Road
  Stevensville, Maryland 21666
  Dr. Angela Holocker, Principal
  410-643-7330

- **STEVENSVILLE MIDDLE**
  610 Main Street
  Stevensville, Maryland 21666
  Mr. Kevin Kintop, Principal
  410-643-3194

- **SUDLERSVILLE MIDDLE**
  600 Charles Street
  Sudlersville, Maryland 21668
  Mr. John Lischner, Principal
  410-438-3151

**HIGH SCHOOLS**

- **KEN T ISLAND HIGH**
  900 Love Point Road
  Stevensville, Maryland 21666
  Mr. John Schrecongost, Principal
  410-604-2070

- **QUEEN ANNE’S COUNTY HIGH**
  125 Ruthsburg Road
  Centreville, Maryland 21617
  Mrs. Jacquelyn Wilhelm, Principal
  410-758-0500

**ANCHOR POINTS ACADEMY**

ANCHOR POINTS ACADEMY ALTERNATIVE EDUCATION

- 202 Chesterfield Avenue
  Centreville, Maryland 21617
  Mrs. Carrie Mitten, Program Director
  410-758-2403 X 199 or 255
  Carrie.mitten@qacps.org

**BOARD OF EDUCATION**

- 202 Chesterfield Avenue
  Centreville, Maryland 21617
  410-758-2403
  offpub@qacps.org
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<td>3:45 PM</td>
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Transportation

Contact Transportation at 410-758-2403 ext. 141 for further information.
transportation.qacps.org also lists school closings, early dismissals, policies, and contains all forms.

School Closing/Delayed Opening Procedures
To provide information to the parents and students of Queen Anne’s County, the following plan for dismissal will be used. In the event that a delayed opening or closing of school is necessary, it will be announced over Radio Stations: WBAL, WCBM, WCEI, WCTR, WNAV, WXCY and TV Channels 2, 11, 13, 16 and 45.

When there is a delayed opening, all buses will run regular routes 90 minutes later than the regularly scheduled time. When there is a delayed opening, AM (morning) Pre-Kindergarten will not be in session. PM (afternoon) Pre-Kindergarten buses will run at their regularly scheduled times. On days that school is dismissed early due to inclement weather, the same procedure is followed as for the closing of school.

*Closings due to emergencies such as lack of water, electric, or heat, etc., will be decided jointly by the school administrator and the superintendent. TV and radio stations will be utilized for these announcements.

For emergency closings and early dismissals, School Messenger, an automated phone messaging system, can also be used to notify parents.

SCHOOL BUS TRANSPORTATION IS A PRIVILEGE. This privilege may be temporarily denied or permanently revoked if misconduct of your child jeopardizes the safe operation of the school bus or the safety of pupils riding the bus. Parents are responsible to see that their children attend school despite loss of riding privileges. Parents or legal guardians are responsible for the behavior and safety of their children until the time of boarding the bus in the morning, and from departing the bus at the end of the school day. Once the child enters the school bus, the authority to manage student conduct lies with the bus driver and the school administration.

CONDUCT STANDARDS. Behavior or activity jeopardizing safe operation of the school bus or interfering with the welfare of other vehicle occupants is prohibited. All existing county policies are in effect while students are on the bus.

SANCTIONS FOR MISCONDUCT. For any misconduct occurring on a school bus, the school administrative staff will take appropriate action, which may include, but is not limited to, a parent conference, seat change, loss of privilege, restitution, and a bus and/or school suspension.

Without limiting other available actions or remedies, the school administrative staff is authorized to secure restitution for vandalism caused by students to school buses, using the same procedures available for recovery of damages to school property.
BUS OPERATOR RESPONSIBILITY. The school bus operator will report in writing within 24 hours to a principal, assistant principal, or other designee any conduct appearing to require disciplinary action. After administrative staff evaluation, appropriate disciplinary action will follow. A copy of the misconduct report will be returned to the school bus operator. School bus operators may temporarily suspend student’s riding privileges for one day.

PARENT RESPONSIBILITY. PK, K, 1st and 2nd grade students must have someone accompany them to and from the bus stop. Parents are urged to assist their children in developing a respect for and a sense of safety concerning all of the related operations of the school bus.

Parents are urged to play a role in their responsibility when the child leaves home to walk to the bus stop and the child’s behavior at the bus stop. Parents should see to it that their child arrives at the bus stop at least 5 minutes before the regularly scheduled arrival time. Bus drivers will not wait for tardy students since any wait will adversely affect the established time schedules for many other students.

One a.m. and one p.m. stop location shall be allowed for each transported student. Exceptions will be made only in case of an emergency or when extenuating circumstances exist. This shall be approved by the school Principal.

Pupils must board their bus and be discharged from their bus at the assigned stops. Permission to use a different bus stop may be granted on a temporary basis if approved by the school Principal and provided that the request does not involve a bus assignment/route change. Bus drivers must be notified by the school Principal.

Parents are reminded that students must ride their assigned bus. Any deviation must be approved in advance by the principal or designee. Vacations, temporary work assignments, social events, riding to a friend’s home, or other foreseen events will not be approved for change in bus assignment. Under short-term emergency situations only the principal may approve a different bus assignment.

TRANSPORTATION OPT OUT

As we strive to serve our students better and also become more effective and efficient in our operations, we have found that some of our transportation services and buses are not being utilized to their full capacity. Some of our students are not utilizing the bus service to and from school each day, yet we reserve a seat for them “just in case” they should choose to ride.

The opt-out program applies to families that never plan on utilizing bus services either to or from school. Knowing this information in advance will help us optimize travel time on the route, identify appropriate bus stops, and allow for more consistent and effective service.

If you choose to have your child(ren) opt out of bus transportation, please contact your child’s school or visit www.transportation.qacps.org for addition information and a form to complete. Your decision is not binding. If at a later date you decide that your child needs bus transportation, contact the school to request service. This may take up to three work days to complete, so we ask that you provide us with sufficient notice to route the buses more efficiently.
SCHOOL BUS ROUTES
Bus routes are reviewed annually by a committee consisting of parents, school bus contractors/drivers, school administration and the transportation department.

School bus stops will be established considering safety and economic reasons. They will be at least be two city blocks apart. This is equal to approximately 2/10 of a mile. Some stops may be closer than 2/10 of a mile apart because of safety reasons.

Buses shall be assigned to operate on state, county and town paved/maintained roads.

Additional information is located on the website in our Pupil Transportation Policy. If there are concerns about a bus stop, a Bus Stop Survey may be completed and reviewed by the Transportation Department. This form can be found at www.transportation.qacps.org.

AUTHORIZED SCHOOL BUS PASSENGERS
Other than eligible students, those who are legally entitled to ride school buses are school bus drivers and designated employees. Parents and other adults who are designated by the school principals as chaperones may ride the bus while on educational field trips. Meetings with drivers can be scheduled through the school so buses are not delayed during the route.

Audio/Visual surveillance cameras are used on school buses in Queen Anne’s County

Sodexo Food Services
offers a nutritious breakfast and lunch at each public school. Some students may be eligible for free or reduced-price meals. Eligibility for these meals is determined by household size and income guidelines developed by the U.S. Department of Agriculture. The Board sends application forms and guidelines to parents early in the school year. The cost of meals is below. Sodexo is accepting applications for food service positions for 2015-2016 school year. Applications are available at the Board of Education reception desk.

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<td>Reduced Breakfast</td>
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<td>Elementary Lunch</td>
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<td>Middle Lunch</td>
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<td>High School Lunch</td>
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<td>Reduced Lunch</td>
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<td>Student Milk</td>
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<td>Adult Breakfast</td>
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<td>Adult Milk</td>
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</table>

Pay for School Lunches at https://www.myschoolbucks.com
The mission of **Character Counts!** in Queen Anne’s County is to work with people in the county to support and embrace character development in all aspects of our lives. Character Counts is a program that allows participants to make a commitment for a better future by adopting the six pillars of the Character Counts! Program. The Business/Education Committee has joined with the Community Partnership for Children & Families, local communities and other organizations for these efforts in Queen Anne’s County. Character Counts is made up of a series of activities that involve business, community members and leaders. The Character Counts Program is a coalition of schools, communities, and non-profit organizations working to advance character education by teaching the Six Pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. CommUNITY Mentoring is also a part of the CC! family where mentors caringly guide mentees in grades 5-12 in making positive choices for their future success.

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### 2015-2016 Queen Anne’s County Teacher of the Year

**Barbara Sutherland**

With a B.S. in Chemistry from the University of New England and an M.A. in Instructional Systems Development from the University of Maryland Baltimore County, **Barbara Sutherland** started a career in education at Kent Island High School after working five years in the biomedical field. Barbara’s belief that all students have the capability to learn and contribute motivates her to hold high academic standards in her Chemistry, Biology, and Career Technology Education courses as well as fosters community service within her school. Developing the school’s Biomedical Sciences Program, advising to the school’s National Honor Society Chapter, and providing tutoring beyond the school day exemplifies Barbara’s leadership style: leading by example.

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### PARTNERING FOR YOUTH AFTER SCHOOL PROGRAM

**THE PARTNERING FOR YOUTH AFTER SCHOOL PROGRAM** is now in its twentieth year, providing academic, enrichment, and recreational activities at school for students directly after dismissal. The Board of Education after school program is funded by grants, contributions, fundraising activities and student enrollment fees.

For more information visit pfy.qacps.org or call 410-758-4584

**PROGRAM VISION**
Our vision is to ensure that all school-age children in Queen Anne’s County have access to high quality, affordable, and educational after school opportunities.

**PROGRAM GOALS**
- Build a safe & positive after school environment
- Strengthen attachment to school
- Improve academic success
- Enhance physical fitness & personal well being
- Heighten family involvement

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**Support Us**

Follow us on Twitter for program updates: @Pfyasp

Follow us on Instagram for behind the scenes, sneak peeks, activities & sponsored events/sports: @pfyasp
Service Learning
Successfully completing Service Learning is part of Maryland’s state graduation requirements. The Maryland State Department of Education recommends that Service Learning projects be infused within core content classes. In Queen Anne's County Public Schools, Service Learning opportunities begin in the middle school. During their 6th, 7th, and 8th grade years, students work within one of their content classes, to complete a Service Learning project, designed to provide service that is beneficial to their local community. In high school years, students complete two more projects, in addition to the three Service Learning experiences completed in middle school. By the time they graduate, Queen Anne's County students will have completed five Service Learning projects that incorporate academic preparation, and structured reflection. For more information about Service Learning in Queen Anne's County Public Schools, contact your school's Service Learning Coordinator.

Volunteers in Schools
Each of our schools, need and welcome your help. Volunteers serve a vital role in each school by providing time, energy, and life experiences. Volunteers work in classrooms, libraries, offices, cafeterias and playgrounds, serving as helpers, chaperones, and mentors. While volunteers typically serve in the schools close to their homes, they are welcome to donate their efforts to any of the schools in our county. If you would like to volunteer your time in any of our schools, please contact the school you are interested in, and ask to speak to the Volunteer Coordinator about receiving required Volunteer Training. WE NEED YOUR HELP!

For more information call
410-758-2403 ext. 138
I. Overview
Title I is a federally funded, state supported program. The purpose of the Queen Anne’s County Title I program is to improve the instruction and academic achievement of students in Targeted Assistance and School-Wide schools. The Title I program enable students to meet challenging academic content and performance standards. Queen Anne’s County Title I schools are provided with additional resources and support to increase the quality of instructional time and materials.

II. School Wide Program
A local schools meets the requirements of a school wide program if the level of poverty in the school reaches 40% or above. The program is designed to upgrade the entire educational program. However, the poverty level does not determine the student eligibility for services. Currently, Sudlersville Elementary School is our school-wide only Title I School.

III. Targeted Assistance Program
A targeted assistance school selects a specific population of students to serve. The programs are tailor-made to ensure that students are successful in meeting the State’s performance standards. Church Hill Elementary, Grasonville Elementary, and Sudlersville Middle School are the only identified Targeted Assistance Schools.

IV. Parent Involvement
Queen Anne’s County Title I has a parent involvement mission which is designed to:
• Ensure Effective involvement of parents
• Support a partnership among schools, parents, and communities
• Improve student achievement
• Encourage the home/school partnership as an essential component for student success and provide several opportunities for involvement throughout the year. These include: parent orientation meetings, parenting programs, and school based parent programs and activities.

V. Title I Parent Advisory Council (PAC)
The Queen Anne’s County PAC offers delegates from each Title I school an opportunity to participate in county-wide meetings. Each Title I school has a parent advisory council. See your schools Parent Involvement Coordinator for more information.

VI. School Selection
In Queen Anne’s County, four public schools are identified as eligible and participating. These schools include: Gransonville Elementary, Church Hill Elementary, Sudlersville Elementary, and Sudlersville Middle. Queen Anne’s County’s participating schools select their own combination of grades and subjects for services. Identified students may receive in-class instruction in reading or mathematics, depending on their need for assistance.

VII. Student Selection
The student selection process is bases on three academic criterion. They might include: students’ daily performance, regular classroom instruction, test scores, and Teacher Justification Forms. Parents are notified when their child is participating in a Title I funded program.

“Parent’s Right To Know” Parents/Guardians:
See page 33 for information regarding the No Child Left Behind Act of 2002.
The Judy Center Partnership is a collaboration of programs for families with young children, prenatal through Kindergarten, with the goal that all children will enter school ready for success.

The Judy Center Partnership is sponsored by the Board of Education of Queen Anne's County, working to ensure all children enter school ready for success. Partner programs include: Queen Anne's County Department of Social Services, Queen Anne's County Department of Health, Healthy Families Mid-Shore, Family Support Center, Chesapeake Childcare Resource Center, Infants and Toddlers Program, Child Find, Community Partnership for Children-Local Management Board, Sudlersville Memorial Library, Queen Anne's County Free Library, Queen Anne's County Parks and Recreations, Queen Anne's County Department of Health WIC Program, Chesapeake College, Washington College, Character Counts, Crossroads Community, Inc., Community Behavioral Health, Queen Anne's County Department of Community Services, Sudlersville Elementary School, Community Mediation Upper Shore, Inc., Queen Anne's County Childcare Resource Association, Queen Anne's County Board of Education Migrant Education Department, MSDE Office of Child Care, Maryland Department of Health and Mental Hygiene-Eastern Shore Oral Health Education and Outreach Program, Dolly Parton Imagination Library Foundation, Calvary Ashbury Methodist Church, Sudlersville Elementary School PTA, Local childcare providers and PNC Bank.

SERVICES & ACTIVITIES

Celebrations for the Entire Family
Developmental Screenings and Assessments
Help with Children’s Challenging Behavior
Workshops for Child Care Professionals
  Born to Learn Curriculum
  Parents as Teachers Coaches
  Parent Resource Center
  Judy Center Playgroup
Social Emotional Foundations for Early Learning
(SEFEL) Workshops and Coaching
Linkages to Community Resources
  Field Trips
  Workshops for Parents
  Parent Support Groups
  Service Coordination
Computer Literacy Training
  GED & ESOL classes
  In-Home Services
  Health Services
WHY? In school year 2001-2002, before Judy Centers were created, only 49% of Maryland children were entering kindergarten with the skills they needed to be successful. Judy Centers were created to make a difference in school readiness.

WHAT? The Judy Center coordinates community partners who serve children prenatal through age 5 and their families to work together. They facilitate partnerships so that programs can share limited resources to use money more wisely, identify gaps, work to fill the gaps and monitor progress.

WHEN & WHERE? The Judy Center for Queen Anne’s County is located in Sudlersville Elementary School. It was relocated there from Grasonville Elementary School in 2012.

HOW? Powerful things happen when programs work together and this is something Queen Anne’s County is very good at doing. In addition to the difference collaboration makes, the Judy Center utilizes funds to support additional efforts. Among many other projects, they provide funds for professional development, materials of instruction and substitutes for Pre K and K teachers. They provide training, support, supplies, and incentives for family child care providers. They provide funds to support other child development programs, provide parent education and transport families. The Judy Center facilitates staff of programs that serve individual families to work together to minimize duplication, avoid gaps and more effectively connect families with resources to help. The Judy Center is sponsored by QAC Public Schools. The staff put much of their daily efforts into supporting 4 and 5 year old children and child care family providers in the Sudlersville Elementary School zone. Call about their twice per week playgroups!

School Readiness Begins Before Birth!
3 major Judy Center Partners that serve families with the youngest children:

- **The Family Center of QAC** is sponsored by QAC Public Schools. Its Center is located in Sudlersville and is for all families who have a child age 3 or younger or are expecting a baby. Parents attend with their child who participates in a high quality child development program. Parents attend classes on-site such as Parent Nurturing, Employment support, GED classes for those who did not finish high school, connections to further education for those who did, English classes, Nutrition and other Health topics, Peer support, Cooking and Gardening and much more. A Home Visitor takes child development and parent resources to the homes of families who cannot get in to the center. To find out more call 410-438-3182 or look for them on Facebook.

- **The Infants and Toddlers Program. See page 17**

- **Healthy Families Mid-Shore** is an evidence-based, accredited home visiting program that is a program of the Queen Anne’s County Department of Health. This program promotes health and development starting at the most effective time: first time expectant parents, and first time parents with new babies under three months of age. Highly trained Family Support Workers (FSW’s) deliver intensive, long term (until the child reaches 5 years of age) home visiting services to families facing the most challenges. The FSW’s share the “Growing Great Kids, Inc.” curriculum to build a sustained relationship with the participants, conduct developmental screens, referrals for community resources and provide information regarding essential parenting skills. For more information please call the Queen Anne’s County Department of Health at 410-758-0720.
Child Find

Child Find is a special education service provided by the Queen Anne’s County Public School System for identifying children ages three through twenty-one who are suspected of having an educational disability and who may be eligible for special education and related services.

What is the Process?
- It begins with a review or screening of a variety of information about the child.
- When screening indicates the possibility of an educational disability, the child is evaluated in relevant areas.
- When results indicate that a child has a disability and is in need of special education services, an individualized education plan is developed.

Who is eligible for Child Find services?
- Preschool children residing in Queen Anne’s County who are not enrolled in a preschool program.
- Children ages 3-21 attending an MSDE approved private/parochial school located in Queen Anne’s County, regardless of residency.

Who may refer?
- Parents, physicians, community agencies, day care/nursery schools, other health specialists, and private schools may refer children.

To begin the referral process contact:
Kim Tucker, Special Education Teacher Specialist
410-758-2403 Ext.182

Special Education Citizens Advisory Committee

Mission – The Queen Anne’s County (QAC) Special Education Citizen’s Advisory Committee (SECAC) is committed to ensuring the provision of quality services to students with disabilities ages birth to 21 by working collaboratively with families, community, school staff and other professionals to provide a forum to discuss issues related to and advocate for positive changes in special education in Queen Anne’s County Public Schools.

This group meets at Centreville Elementary School from 6:30 to 8:00 pm on Oct. 17, Nov. 17, Dec. 12 (Holiday Party, 1:00 pm), Feb. 16, Mar. 15, April 19, and May 17. Welcome Back Picnic: Sept. 19 – Time and Location TBD

Chair: Kelly Spray
Secretary: Juli Panzer-Yoos
Treasurer: Anita Chalupa

For more information, send an email to secac.qac@gmail.com or visit qacps.org
Family Support Services for Families of Children with Disabilities

Family Support Network (Birth to 3) and Pre-School Partners (3 through 5)

Kristy Mirando, Parent Coordinator
410-827-6187 ext. 16 or kristy.mirando@qacps.org

The Family Support Network (FSN) was created to meet the needs of Maryland families with children, birth to 3, who have been identified as having developmental delays or disabilities by: (a) providing information to families regarding community services; (b) referring families to local support groups, workshops, and advocacy groups; (c) providing opportunities for families to network and share ideas and experiences; and (d) helping to link “experienced” parents with parents of newly identified children with similar special needs. Preschool Partners provide ongoing support to families of children ages 3 through 5, maintaining the connection with the local Infants & Toddlers Program, as well as fostering new connections among families, preschool programs, and community services.

Partners for Success (3 to 21)
Jennifer Doege, Parent Coordinator
410-758-3693 or jennifer.doege@qacps.org

Partners for Success Centers seek to: (a) Increase parental involvement in the special education decision making process; (b) Provide information and resources about disabilities and community services; (c) Assist families in resolving concerns and making informed decisions regarding their child’s education; and (d) Increase collaborative relationships through information and training.

Infant and Toddler Program

A child’s early years are full of excitement and change for every parent—a great balancing act between dreams and challenges. For families of young children with special needs, the challenges may seem overwhelming at times. Concerns about a child’s development, or how a disability may affect his or her ability to grow and learn may overshadow those dreams for the future.

The Infants and Toddlers Program assists families of children with special needs during the first three years of the child’s developmental journey. Support, information, and coordinated services in community settings are among the many aids provided to families to assist with the challenges and celebrate the gifts that each child has to offer.

Who is eligible?

Children from birth to third birthday who...

- may be slower than others in doing things.
- have a diagnosis putting them at-risk for delays.
- may have something about their development that is “just not right.”
- may have something about their behavior that causes concern.

To begin referral process contact...

First Contact - Mary Lou Christian, R.N., Q.A.C. Health Department, at 410-758-0720 Ext. 4456

Additional Contact – Wesley Campbell, Program Coordinator at 410-827-4629 ext. 10 wesley.campbell@qacps.org
FAQs

• Does my child have the same rights as other school children?
  Your child has the same rights to school programs and services as all children and youth: school breakfast and lunch, before and after-school programs, preschool programs, transportation, special education, gifted and talented programs, career and technology education.*
  
• If I am homeless, where will my child go to school?
  Your child has the right to stay in the same school he or she attended (“school of origin”) before you became homeless or changed locations. Your child has the right to transfer to the school that is closest to your new location.
  
• To register my child for school, do I need to show proof of where I live such as a gas/electric or phone bill?
  You do not need to show any proof of where you live.
  
• What is in the “best interest” for my child -- to stay in the same school or change schools?
  You have the right to decide, along with your child’s school, any decisions about where your child should go to school. If you have concerns about the school your child will attend, call the school system’s homeless education coordinator at 410-758-2403, Ext. 154.

• Can my child ride the school bus?
  Your child has the right to school bus transportation. Your child’s school should help you get transportation for your child.
  
• What records does the school need about my child?
  SCHOOL RECORDS, BIRTH CERTIFICATE, IMMUNIZATIONS
  If you do not have your child’s records, the school can help you get them. Your child cannot be denied entry from school if you do not have all of your records.

HOME SCHOOLING

Any parent or guardian who chooses to teach his/her child(ren) at home is required to complete and sign a Home Schooling Notification form which indicates consent to the requirements of the Board of Education policy and COMAR By-law 13A.10.01, 13A.10.05. This form shall be submitted to the Supervisor of Student Services at least fifteen (15) days before the beginning of a Home Schooling Program. Students enrolled in private school or who are on a Home Schooling Instruction program are excluded from participation in public school sponsored programs and activities.
The Goal of Queen Anne’s County Public Schools is clearly outlined in our Vision Statement: A graduate of Queen Anne’s County Public Schools will be well-educated, globally competitive and prepared to become a caring, productive citizen of the 21st Century. This task is made possible with the help of a great many partners who aid in the process in many ways. QACPS depends on the support of the community at large in achieving our goals year round. These programs in particular demonstrate the importance of just a few of our many partners.

Teacher of the Year
Our Teacher of the Year program benefits from many local companies donating gifts for our Teacher of the Year as well as the four Finalists. At the QACPS Awards Gala where the name of the Teacher of the Year is announced many of our employees are honored for their hard work: our partners supply a variety of items and gifts to the recipients. Board Meetings. Our partners get involved with the Recognitions segment of our monthly Board Meetings by donating awards to the winners – tickets to Six Flags, restaurant coupons and more make the recognitions a special event.

UNITY DAY
The entire Queen Anne’s County community participates in our UNITY DAY efforts as every student, school staff and County employees all wear a distinctive t-shirt proclaiming our strong belief that Bullying of any sort must end. Many county business and organizations play key roles in this effort. It is a message that resonates throughout the year.

Queen Anne’s County Chamber of Commerce
The Chamber is one of our strongest partners – they are an essential companion in our goals. The Business-Educational Meetings, held four times a year, focus on the partnership between the Board and the business community. The Chamber is a vital part of the Teacher of the Year and Gala Program. The January Chamber of Commerce Kick-Off Breakfast Meeting is hosted by the BOE where we can present information of interest to the business community. The September Chamber Meeting pays tribute to our Teacher of the Year as well as all of our new teachers. They assemble a truly impressive set of gifts for the Teacher of the Year all donated by our partners. New teachers enjoy a special event where they can meet the Chamber members.

Queen Anne’s County Public Schools is honored and deeply grateful to all of our partners!
Testing

Partnership for Assessment of Readiness for College and Careers (PARCC)

The majority of students in QACPS will be participating in testing this year designed to measure College and Career Readiness.

These assessments were developed through the Partnership for Assessment of Readiness for College and Careers (PARCC). This year, baseline data will be determined and parents will receive individual scores and indications of their child’s college and Career Readiness beginning in grade 3.

Two different tests will be administered. The first test is a Performance Based Assessment (PBA) and will be administered approximately 75% of the way through the course or school year. The second test is the End of Year Assessment (EOY) and is administered approximately 90% of the way through the course of school year. Most students will take these tests on a computer with a variety of question types. Both tests are aligned to the Maryland College and Career Ready Standards.

Students in grades 3 - 8 will participate in PARCC testing. The testing window for these grades runs from April 20th - May 13th. PARCC assessments for high school students will be near the end of each semester for students enrolled in Algebra I, Algebra II, and English 10. In the fall, the high school students in these courses will take a PBA assessment within a testing window from December 7th through the 18th and an EOY assessment within a window from January 4th to January 15th. Students taking these courses as year-long courses or spring semester courses will take a combined assessment within a testing window that runs from April 25th to June 3rd.

More information regarding the administration of the assessments, specific dates will be posted on the QACPS website and from the individual schools.

Ready for Kindergarten (R4K)

Ready for Kindergarten (R4K) is Maryland’s Early Childhood Comprehensive Assessment System. It builds on the success of the Maryland Model for School Readiness (MMSR) and aligns with more rigorous Maryland College and Career Ready Standards for K-12 instruction. R4K is supported by extensive professional development for teachers in Queen Anne’s County, as well as school and system administrators. The R4K monitors children’s learning progress. One gauge of school readiness for incoming kindergarten children is through an assessment which includes technology-enhanced responses, performance tasks, and observation. It is known as the Kindergarten Readiness Assessment (KRA). The KRA will be administered in the fall to all students entering kindergarten and it will connect to the state longitudinal data system to allow for consistent and meaningful reporting at the student, class, district and state levels.
Acceptable Use of Electronic Network Policy/Procedure

The purpose of this policy is to govern and establish guidelines for the use of all technology equipment, software, related materials, electronic communications and licensed network systems

I. Acceptable Use of Electronic Networks Statement.
The Board of Education of Queen Anne’s County recognizes that electronic information and technology equipment support and enrich the Queen Anne’s County Public Schools (QACPS) curriculum and district educational goals. Technology provides a diverse array of resources that may enhance all students learning abilities within county schools and classrooms.

II. Rationale.
The Board of Education of Queen Anne’s County acknowledges that educational resources located on computer networks and the Internet can be effective learning tools and motivators for students. Digital learning encourages independent and critical thinking which provide students the ability to contribute to their collection, analysis, and dissemination of knowledge. Moreover, understanding how to responsibly access, utilize and evaluate this wealth of information and effectively communicate, are critical skills for the 21st century. However, the Board of Education also recognizes the vital need for all users to follow specific guidelines and exhibit responsible behavior during utilization of this vast array of technologies. Therefore, the purpose of this policy is to establish governing procedures and regulations where all users are required to follow specific guidelines and exhibit responsible behavior during utilization of this vast array of technologies.

III. Disclaimer of Liability
The electronic information available to all users via digital networks does not imply endorsement of the content by the BOEQAC, nor does the BOEQAC guarantee the accuracy of information received on the Internet. Additionally, even though the BOEQAC employs blocking and restriction devices, the BOEQAC cannot guarantee comprehensive control of or censor illegal, defamatory, inaccurate, obscene, or potentially offensive materials that may be transmitted via the Internet or through the network. Furthermore, the BOEQAC shall not be responsible for any information that may be lost, damaged, or unavailable when using the network. The BOEQAC shall not be responsible for the loss or damage of any users’ personal technology devices and software that has been brought onto QACPS owned property. (See Mobile Learning Device Policy) The BOEQAC shall not be responsible for any unauthorized charges or fees resulting from access to the Internet.

IV. Authorization
Users have no expectation of privacy in the contents of their files on the system. Furthermore, users shall comply with laws, regulations, and policies covered by the Family Education Rights and Privacy Act (FERPA), Children’s Online Protection and Protection Act (COPPA), and the Children’s Internet Protection Act (CIPA) when handling student educational records. Users should be aware that computer files may be accessible under State public records laws and are discoverable in litigation. Information written or transmitted on the network may be read or viewed by any properly authorized individual, organization, or agency. The BOEQAC establishes that use of digital networks is a privilege, not a right; inappropriate, unauthorized, and illegal use will result in the suspension and or cancellation of those privileges and appropriate disciplinary action.
V. Definitions

Acceptable Use of Electronic Networks
The overriding procedure that governs and establishes guidelines for the use of all technology equipment, software, related materials, electronic communications and licensed network systems.

CIPA (Child Internet Protection Act)
The federal law enacted by Congress to address concerns about access to offensive content over the Internet on school and library computers. CIPA imposes certain types of requirements on any school district that receives funding for Internet access or internal connections from the E-rate program.

COPPA (Children’s Online Privacy Protection Act)
The federal law enacted by Congress that applies to the online collection of personal information by persons or entities under US jurisdiction for children under 13 years of age.

Copyright
The legal device that protects the rights of creators of any work of art, literature, or a work that conveys information or ideas.

Cyber Bullying
Cyber bullying is an incident or a pattern of behavior that occurs through electronic mechanisms, which results in a person feeling intimidated or harassed by another. Cyber bullying behavior can impact the health/safety of students and/or be disruptive to the educational environment.

Cyber Stalking
Cyber stalking is the use of the Internet or other electronic means to stalk someone. This behavior includes false accusations, monitoring, the transmission of threats, identity theft, damage to data or equipment, the solicitation of minors for sexual purposes, and gathering information for harassment purposes.

Cyber Threats
Cyber threats include attacks from viruses, worms, Trojan horses, phishing, denial of service attacks, unauthorized access (stealing intellectual property or confidential information), and control system attacks.

Electronic Communication
Any communication that is distributed on the Internet or World Wide Web (WWW) including email, instant messaging, chat, blog posts, etc. (See Email Procedure)

Evaluation
The Superintendent will provide the Board of Education a review of this policy in August 2015. The focus of this review will be the effectiveness of this policy in assisting the Board in fulfilling its mission.

Fair Use Guidelines
The four basic guidelines that assist educators determine the scope of use of copyrighted materials within a classroom are;

- purpose of the use,
- nature of the copyrighted work,
- amount or percentage of the work used,
- effect of the use on the original work

Files
A collection of related data or records stored as a unit with a single name.

FERPA (Family Educational Rights Privacy Act)
The Federal law that protects the privacy of student educational records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Implementation
The Superintendent is responsible for drafting procedural guidelines for the implementation of this policy.

MLDs (Mobile Learning Device)
MLD includes but is not limited to computers, portable game units, graphing calculators, iDevices, E-readers, Techbooks, Chromebooks and similar electronic devices.

Network etiquette
Recognized protocol that all Internet users should follow when accessing and searching various online resources.
V. Definitions Cont.

**Plagiarizing**
The taking of someone else’s words, ideas, or findings and intentionally presenting them as your own without giving credit to their source.

**Cell Phone Policy**
The policy that governs and establishes guidelines for the cell/smart phones for Queen Anne’s County Public School students.

**Sexual Discrimination/Harassment**
Sexual harassment is a form of sexual discrimination and consists of unwelcome and unsolicited sexual advances, requests for sexual favors, sexually motivated physical conduct, or communication of a sexual nature by another person.

**Users**
Refers to QACPS employees, students, parents, organizations, or guests accessing and/or using QACPS network computers and resources.

VI. Delegation of Responsibility

The BOEQAC will endeavor to ensure that electronic networks, equipment, and educational resources are used responsibly. *(See Mobile Learning Device Definition, QACPS Cell Phone Policy, and Student Email Procedures)*  
Administrators, teachers and staff have a professional responsibility to work together to assist students developing the intellectual skills necessary to discriminate among information sources, to identify information appropriate to their age and developmental levels, and to evaluate and use the information to meet their educational goals.

Users are expected to act in a responsible, ethical, and legal manner in accordance with the BOEQAC policy, accepted rules of network etiquette, and federal and State law. Users have the responsibility to respect and protect the rights of every other user on the BOEQAC digital networks. Therefore, any network user who receives threatening or unwelcomed communications is required to immediately report it to a teacher or administrator.

Users must sign the relevant appropriate user agreement form (furnished by QACPS) yearly to signify agreement with the term dictated by the BOEQAC within this policy. *(Agreement found on InfoSnap)*
Access to all electronic resources on the BOEQAC network is a privilege. Therefore, users must agree to comply with the BOEQAC guidelines. Violations of the AUP include and are not limited to:

- accessing unauthorized network systems and/or assisting others to obtain unauthorized information, data, or passwords,
- unauthorized sharing of personal addresses or telephone numbers with other users on the BOEQAC network,
- utilizing the BOEQAC network for product advertisement, financial gain, or political lobbying,
- disseminating hate mail, discriminatory remarks, and offensive or inflammatory communication,
- accessing obscene or pornographic material,
- using inappropriate and threatening language, cyber bullying, cyber threats, and cyber stalking on the BOEQAC network,
- impersonating another user, anonymity, and pseudonym,
- loading or use of unauthorized games, programs, files or other electronic media,
- disrupting the work of other network users,
- destroying, modifying or abusing network hardware and software,
- plagiarizing or quoting personal communications in a public forum without the original author’s prior consent,
- downloading or uploading to the network copyrighted materials that are exempt from “Fair Use” guidelines,
- attempting to bypass network’s filtering system,
- installing unauthorized wiring, wireless connections, or any extension or retransmission of system services.
- Accessing Internet through unauthorized use of tethering and Smart Phone hot spots.

Violations may result in loss of access for users violating the Acceptable Use Policy for Queen Anne’s County Public Schools. Loss may be short term to permanent.

Additional disciplinary action may be determined at the building level in line with existing practices regarding infractions by users. Intentional damage to the BOEQAC network and/or electronic equipment may result in appropriate restitution. (See Discipline Policy). When applicable, law enforcement agencies will be notified and individual violators will face possible criminal charges, as well as possible expulsion for students and possible termination of employment for staff members.
I. **Cell/Smart phone** is a mobile wireless electronic device used to make telephone calls across a wide geographic area, served by many public cells. A smart phone varies from a cell phone because it usually includes functions similar to those found on a personal computing device.

II. **Elementary Schools** – Elementary school students are not permitted to possess or use cell/smart phones while on Queen Anne’s County Public School property or while attending any elementary school activity. School office phones are available for those students who need to contact parents.

III. **Middle School** – Middle school students may possess cell/smart phones during the school day in accordance with the following regulations:

- Written authorization from the parent/legal custodian to a school administrator indicating that the student is in possession of the cell/Smart phone. Each letter will be kept on file during each school year (includes summer). A student may not have the portable communication device in his/her possession without this written authorization and administrative approval.
- Prior to entering the school building, the cell/smart phone must be turned off.
- During regular instructional hours cell/smart phones must be turned off, secured, and out of sight, unless a classroom teacher has given a student authorization to use the device for an educational activity. Once the activity is completed the cell/smart phone must be turned off, secured, and removed from sight.

IV. **High Schools** – High school students may possess cell/smart phones during the school day in accordance with the following regulations:

- Written authorization from the parent/legal custodian or eligible student (18 years and older) to a school administrator indicating that the student is in possession of the cell/Smart phone. Each letter will be kept on file during each school year (includes summer). A student may not have the portable communication device in his/her possession without this written authorization and administrative approval.
- Prior to entering the school building, the cell/smart phone must be turned off.
- During regular instructional hours cell/smart phones must be turned off, secured, and out of sight, unless a classroom teacher has given a student authorization to use the device for an educational activity. Once the activity is completed the cell/smart phone must be turned off, secured, and removed from sight.

All students who have cell/smart phone use as part of their IEP or 504 plan are authorized to carry such a device during the regular school day. During regular bus transportation to and from school middle and high school students may only use cell/smart phones with permission of the bus driver.

V. **Use of Student Cell/Smart Phones at School Sponsored or Related Activities**

Middle or high school students involved in after-school and weekend instructional activities including Saturday school may not use cell/smart phones without the instructor’s permission in the area of the activity from the beginning of the activity until the end of the activity. Cell/smart phones may be used if students are participating in non-academic activities (athletics, drama, clubs, etc.). If traveling to or from a school sponsored activity via bus, student cell/smart phones may be used with the permission of the sponsor.

During bus transportation to and from athletic events or other school sponsored events, students may use cell/smart phones only with the permission of the athletic coach or principal designee.

VI. **Middle and High School Student Misuse of Cell/Smart Phones**

Any staff member having knowledge of unauthorized possession or use of a cell/smart phone by a student on Queen Anne’s County Public School property shall promptly report this information to the principal/designee.
(Misuses continued) Students who misuse cell/smart phones in any of the following ways may face disciplinary action: a) refusal to turn off a cell/smart phone. Students in possession of a cell/phone must turn it off when directed by a teacher, administrator, coach, counselor, or other school personnel, and secure it out of sight, b) causing disruption, c) using a cell/phone to cheat, including getting and giving answers to tests and copying from the Internet, d) using a cell/smart phone to bully, threaten, harass, or attack another student or school personnel whether or not communicated directly to that person, and e) sending (or asking to receive) pictures or videos of people without their permission.

CONSEQUENCES FOR INAPPROPRIATE USE
When cell/smart phones are misused, students will be subject to disciplinary action including but not limited to, verbal or written warning and loss of the cell/smart phone. Additional consequences are referenced within the Queen Anne’s County Public School’s Search and Seizure Policy, Mobile Learning Devices Policy, Acceptable Use of Electronic Networks Policy, and the Discipline Policy. Any student in violation of the policy and procedures regarding cell/smart phones may be subject to disciplinary action.

I. The first offense – confiscation of cell/smart phone for one (1) day and parent must pick up the cell/smart phone, with a conference.

II. The second offense – confiscation of the cell/smart phone, and student must attend Saturday School or after school detention. The cell/smart phone will be returned only to the parent at the completion of the consequence and with a conference.

III. The third offense – one day out-of-school suspension and loss of privileges to have a cell/smart phone for the remainder of the day. The cell/smart phone will be confiscated and returned only to parents at the end of the suspension and with a conference.

IV. The fourth offense will result in a three (3) day suspension. The student will not be allowed to have a cell/smart phone on school property for the remainder of the year.

Any subsequent violation may result in additional disciplinary action or loss of school privileges (e.g. parking permit, admission to school functions, etc.).

This policy is in the review process. Check the website for final updates for the 2015-2016 school year www.qacps.org
**Mobile Learning Devices (MLD)** may include but are not limited to computers, portable game units, graphing calculators, tablets, E-readers, iDevices, pagers, hand-held radios, and similar electronic devices.

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**I. Use of Mobile Learning Device in Queen Anne’s County Public Schools**

Student or employee use of computers and Mobile Learning Devices (MLDs) owned by the school or owned by individuals is subject to the conditions set forth in the Board of Education of Queen Anne’s County (BOEQAC) Acceptable Use of Electronic Networks Policy (AUP). The AUP stipulates that all employees, students, parents and staff of Queen Anne’s Public Schools must sign the policy, indicating that they have read it and agreed to comply with its terms. Additionally, under no circumstances are students permitted to use MLDs on Queen Anne’s County Public Schools property or Queen Anne’s County Public Schools sponsored activities or events in order to transmit any text or images that are obscene, pornographic, illegal, profane, violate academic policies, or invade another’s privacy. This includes “sexting” (the sharing of explicit or otherwise sexually provocative photos). This also includes the possession of inappropriate digital content. **All Queen Anne’s County Public School students who bring personal MLDs to school must have them turned off and out of sight during the regular instructional day. They may be used during instructional activities within a classroom only if the instructor has given permission. Once the instructional activity is completed all personal MLDs must be turned off.** The BOEQAC will assume no responsibility or liability for loss, theft, damage or destruction of any MLD. The BOEQAC will not provide Internet access for unauthorized personal MLDs (not owned by the district) that are brought into any district school building. The MLD Policy regarding middle schools is under review.

**II. Use of Student or Employee MLD’s at School Sponsored or Related Activities**

MLDs may be used if students are participating in non-academic activities (athletics, drama, clubs, etc.). If students are participating in an after school academic activity, personal MLDs may only be used with the permission of the activity’s sponsor. If traveling to or from a school sponsored activity via bus, MLDs may be used with the sponsor’s permission. During regular bus transportation to and from school, personal MLDs may only be used with permission of the bus driver. During bus transportation to and from athletic events or other school sponsored events, students may use personal MLDs only with the permission of the athletic coach or principal designee.
III. Student or Employee Misuse of MLDs
Students or employees who misuse MLDs in any of the following ways may face disciplinary action:
• Refusal to Turn Off a MLD. Students in possession of a MLD must turn it off when directed by a teacher, administrator, coach, counselor, or other school personnel.
• Damaging a MLD owned by the school.
• Causing disruption.
• Using a MLD to cheat, including getting and giving answers to tests and copying from the Internet.
• Using a MLD to bully, threaten, harass, or attack another student or school personnel whether or not communicated directly to that person.
• Sending (or asking to receive) pictures or videos of people without their permission.

IV. Consequences for Inappropriate Use
When MLDs are misused, students and employees will be subject to disciplinary action including, but not limited to, verbal or written warnings and loss of the MLDs. Additional consequences are referenced within the Queen Anne’s County Public School’s Search and Seizure Policy, Discipline Policy, and Acceptable Use Policy. Any student in violation of the policy and procedures regarding MLDs may be subject to disciplinary action.
Policies are reviewed periodically. Please check QACPS.org for updates.

I. Mission
The mission of Student Support Services is to assist in attaining optimal health, personal, interpersonal, academic, and career development in order that the student may complete an appropriate educational program and become a contributing member of society. Student Support Services maintains a philosophy that the school has a distinct function in enhancing the education and social development of children and adolescents. Team members work in an integrated, coordinated manner with the school in addressing individual situations as needed. Student Support staff includes school counselors, pupil personnel workers, school nurses, and school psychologists.

II. ADMISSIONS POLICY
Non-Resident Students
The Board of Education recognizes as its first responsibility the education of school age children who are bona fide residents of Queen Anne’s County. Only such bona fide residents are eligible for free school privileges. A child is a bona fide resident if that child actually lives on a full time basis within Queen Anne’s County with a parent, guardian, or other individual who has legal custody of that child. The determination whether a child is a bona fide resident shall be based on facts presented in each individual situation and shall be made on a case-by-case basis.

Bona Fide Residents...Any parent enrolling a child for the first time in a Queen Anne’s County Public School must present proof of identity (i.e., picture ID such as a driver’s license) and residency (i.e., property tax bill, electric/gas bill, lease, rental agreement, residence verification by affidavit) along with other standard registration requirements. Domicile...If a child fraudulently attends a public school in a county where the child is not domiciled with the child’s parent or guardian, the child’s parent or guardian shall be subject to a penalty payable to the county for the pro-rata share of tuition for the time the child fraudulently attends a public school in the county. The Superintendent of Schools may deny attendance to a student currently expelled from another school/school system.

Enrollment Dates/High School Credit
Students must enroll by September 30, 2015 in order to earn credit for 1st semester classes and by February 24, 2016 to earn credit for 2nd semester classes.

III. VISITORS
Visitors (Parents/Guardians) are encouraged to visit school anytime. Visitation of classrooms must be coordinated through the school administration. All visitors are required to sign in at the main office.
IV. WHO CAN RELEASE MY CHILD FROM SCHOOL?
Students will not be released from a school or school bus in the custody of or on request of anyone not properly identified to the satisfaction of the school authorities or bus drivers. In case of any doubt, the parent will be contacted prior to allowing the pupil to leave. Day-to-day communications, correspondence, report cards and other school-related information are to be directed to the Custodial Parent. The Non-Custodial Parent is welcome to visit the school by appointment to review student records, and to be generally informed about the child(ren)’s educational progress. However, under no circumstances shall school personnel permit the Non-Custodial Parent to visit the child(ren) during regular school hours unless stipulated otherwise in a court order or a separation agreement. The Non-Custodial Parent may not take the child(ren) from school without the written consent of the Custodial Parent. The written- consent must be filed in the student’s record.

V. HOME/HOSPITAL INSTRUCTION
Home/Hospital Instruction is a service provided by the Board of Education of Queen Anne’s County for students who are physically unable to attend school as certified by a physician or emotionally unable to attend school as certified by psychiatrist, or psychologist, for a minimum of 10 school days. During the period of Home/Hospital Instruction, the student may not be on school property unless accompanied by a parent, may not be employed, or attend any school function.
I. QACPS GANG POLICY
It is the policy of the Queen Anne’s County Board of Education to prohibit gang activity and similar destructive or illegal group behavior on school property or school buses or at school-sponsored functions. It is the policy of the Queen Anne’s County Board of Education to prohibit reprisal or retaliation against individuals who report gang activity and similar destructive or illegal group behavior or who are victims, witnesses, bystanders, or others with reliable information about an act of gang activity and similar destructive or illegal group behavior.

II. DRESS CODE
The Queen Anne’s County Board of Education has a strong commitment to the learning process and has a legitimate interest in regulating student attire and appearance during the school day in an effort to avoid disruption, to promote self discipline, to promote student health and safety, and to maintain an atmosphere conducive to learning.

The school reserves the right to exclude items of appeal or accessories which prove to be:
• Harmful or detrimental to the health, safety or physical well-being of students
• Damaging to physical facilities
• Disruptive to normal school activities
• Individual schools have the right to further define acceptable wearing apparel or accessories

III. WORK PERMITS
Where do I obtain a work permit for my child?
Work Permits for children between the ages of 14 and 17 can be completed online at: https://www.dllr.state.md.us/childworkpermit

IV. OMBUDSMAN SERVICES
The Queen Anne’s County School system values feedback from parents. If you have a concern that you have brought to the attention of your child’s school that you feel has not been addressed to your satisfaction please feel free to contact the Ombudsman who will:
• Listen to concerns.
• Provide information on policies and procedures.
• Work with parents and community members to resolve concerns within the Queen Anne’s County School System.

Contact information for Ombudsman:
410-758-8216
Brad.Engel@qacps.org
The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
I. STUDENT SAFETY AND SUPPORT ACT
The Board of Education recognizes that the presence of a student who has been charged with or committed a criminal or juvenile offense of a serious nature in the community, especially an offense involving violence or weapons, may pose a threat to the safety and welfare of the student and others in the school community and may disrupt the educational process in the school. The Board also recognizes that the educational needs of a student who has committed or has been charged with a criminal or juvenile offense of a serious nature must be carefully balanced with the Board’s obligation to provide a safe school environment free of disruption for all students. In accordance with these principles, if school administrators determine that the presence of a student charged with a criminal or juvenile offense of a serious nature possess a threat to the student or others, or to the educational process, the student may be assigned to an alternative educational program pending a final administrative decision on the student’s educational placement.

II. POSSESSION OF WEAPONS
No person shall carry or possess any rifle, gun, knife or deadly weapon of any kind on any public school property in this state – knives, deadly weapons including such items as knife, ‘gravity knife’, switchblade knife, star knife, buck knife, sand club, metal knuckles, razor, numchucks, chemical mace, pepper mace, or tear gas device. An inhalant (any odor) is a gas, particle, fume or vapor deliberately inhaled for the purpose of altering behavior, mood, or changing the brain or nervous system. A student shall not possess and/or distribute materials and information including but not limited to "recipes" for explosives, bombs, Pornography, and/or similar materials inappropriate to the school setting and/or which demonstrate tacit approval of, or promote or incite to violence. This will result in immediate discipline up to and including suspension or expulsion and/or notifying appropriate law "enforcement agencies.”

*Criminal Statutes of Maryland*
III. Student Expectations/Discipline Procedures

Students are expected to behave in a courteous, cooperative manner toward each other and toward all others in the school setting at all times. Most violations of this standard of conduct can be handled within the classroom and/or with the intervention of school counselors and assistant principals. A student who engages in any activity which violates the rights of another individual in any manner or continues to be an impediment to the learning process on school grounds, or on approved trips or activities under the direction of school staff away from the school facilities, will face disciplinary consequences. The school district reserves the right to discipline student behavior which is not conducive to group order and discipline in the schools or on/in school-sponsored activities even though such behavior may not be specified in the written rules.

The appropriate law enforcement agency shall be notified immediately by school administrators in:

1. all instances of alleged sexual assault or other assault requiring outside (non-school based) medical attention.

2. all instances of alleged possession or recovery of firearms, explosives or other weapons or any threats involving the use of such items.
I. ALCOHOL AND CONTROLLED DANGEROUS SUBSTANCES POLICY
THE AREA WITHIN 1000 FEET OF A SCHOOL OR ON ANY SCHOOL VEHICLE IS A DRUG-FREE SCHOOL ZONE. DISTRIBUTING OR MANUFACTURING A DRUG WITHIN A DRUG-FREE SCHOOL ZONE IS A FELONY (Criminal Statutes of Maryland)

II. DRUG AND ALCOHOL POLICY
The purpose of this policy is to establish the procedures to be used when a student on Queen Anne’s County Public School’s property, or engaged in a Queen Anne’s County Public School’s sponsored activity, is found to be using, under the influence of, possessing, manufacturing, distributing, or attempting to distribute alcoholic beverages, controlled dangerous substances, look-a-likes, or other intoxicants or is representing that a substance is a controlled dangerous substance, or is in the possession of any paraphernalia as defined in the criminal statutes of Maryland.
Queen Anne’s County Public Schools recognizes the concept that substance abuse is an illegal act as well as a personal and public health concern. Therefore, parents and students are advised that, in addition to school and school system based consequences, appropriate law enforcement agencies will be contacted by school officials upon discovery of any student that is found to be using, under the influence of, possessing, manufacturing, distributing, or attempting to distribute alcoholic beverages, controlled dangerous substances, look-a-likes, or other intoxicants or is representing that a substances is a controlled dangerous substance, or is in the possession of any paraphernalia as defined in the criminal statutes of Maryland. Prior to readmission, the student and parent(s)/guardian(s) must complete an alcohol/drug assessment by the Queen Anne’s County Health Department or another licensed agency and follow all recommendations made by that agency along with school and school system consequences.

Alcohol/Drugs- Any controlled dangerous substance, drug paraphernalia, look-a-like drugs, alcohol, over-the-counter drugs/medications, inhalants, prescription drugs, or any man-made or natural occurring substance used for the purpose of altering behaviors, mood or for changing the brain or nervous system.

III. SEARCH IN SCHOOL
Student Searches
The school administrators may make a search of a student on school premises with a reasonable belief that the student has in his/her possession any item, the possession of which is a criminal offense under state laws or a school board policy.

Locker Searches
Each middle/high school student is assigned his/her own locker which is the property of the Board of Education of Queen Anne’s County. The locker is to be used only by the student to whom it has been assigned. All contents are the responsibility of the student. Lockers are subject to searches by the school administrator. Searches of the physical plant of the school and its appurtenances are also permitted.

Automobile Searches
Automobiles parked on school premises or on the school parking lot are subject to search when officials have reason to believe weapons, drugs, or objects prohibited by school policy or state law are contained therein. This includes the use of drug-detecting dogs in accordance with school procedures.

THE QUEEN ANNE’S COUNTY BOARD OF EDUCATION AUTHORIZES USE OF DRUG-DETECTING DOGS IN SCHOOL BUILDINGS AND GROUNDS; SUCH SEARCHES MAY BE NECESSARY TO ENSURE THAT OUR STUDENTS HAVE A DRUG-FREE ENVIRONMENT AND TO PROTECT THE REPUTATIONS OF OUR QUEEN ANNE’S COUNTY STUDENTS.
Student Support Services – Attendance Policy

Maryland state law requires regular school attendance. The Annotated Code of MD requires that “Each child who resides in this state and is 5 years old or older and under 17 shall attend a public school regularly during the entire school year unless the child is otherwise receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age.”

I. What is the Attendance Policy?
The Queen Anne’s County Board of Education student attendance policy is based on the premise that success in school is contingent upon continuous and consistent educational experiences. All students are expected to attend school regularly and to be on time for classes in order to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. Consistent school attendance is a parent responsibility. Maintaining close communication and cooperation between the home, school, and community promotes regular attendance. Students are expected to attend school and all classes regularly and punctually.

II. Standards for School Attendance

• For high school, students will be allowed a combination of five (5) personal (parent) notes and parent call-ins per semester. Five (5) or more unlawful absence days per semester may result in course failure and loss of credit. This decision may be appealed to the Attendance Review Committee. This committee will be established at each high school and will meet as needed.

• For middle school parents may excuse absences by phone or by note NO MORE than ten(10) occasions in combination during the school year. Ten(10) or more unlawful absences during the school year may result in course failure. This decision may be appealed to the Attendance Review Committee. This committee will be established at each middle school and will meet as needed.

• Students receiving special education or having a 504 Plan will be referred to the Student Support Team or IEP team to determine possible loss of credit for excessive unlawful absences.

• Students who are returning from a withdrawal status must complete a conference with the PPW. An Attendance Contract may be required.

• Transfer students, with a poor attendance history, may be required to complete an Attendance Contract.

• “Habitual Truancy” may be cause for student withdrawal from school (over age 17). Habitual Truants are students who are unlawfully absent from school for a number of days, in excess of 20% of the available time school is in session. After 10 absences student will be referred to the PPW.

III. Attendance Zone Placement
Students are expected to attend school in their attendance zone.

IV. What should my child do when returning after an absence?
Upon returning to school from an absence, a student is required to bring a written note from the parent/guardian stating the reason for absence. The note should contain the student’s name, date(s) of absence, reason for absence(s), and the parent’s/guardian’s signature. Under certain circumstances, administrators may require a doctor’s note.
V. Procedures to Verify Attendance/Tardiness
The parent/guardian should call the school between 7:30 a.m. and 1:00 p.m. on the day of absence to justify a lawful absence or present a written note on the day of the student’s return to school. After 1:00 p.m., high schools begin calling parents of students whose absence has not been verified. Parents may excuse student absences by phone on no more than 5 days in combination with personal notes during a semester. Additional call-ins without submitting lawful documentation will be considered unlawful.

VI. Can my child make up work after a lawful absence?
Students are encouraged to make up work for LAWFUL absences. It is the responsibility of the student and the parent(s)/guardian(s) to initiate the request, obtain work from teachers, and return the completed work within the established timeline. An absence, including absence for any portion of the day, for any reason other than those cited as lawful are presumed to be unlawful and may constitute truancy. A truant is a student absent without lawful cause from attendance for a school day or a portion thereof. There shall be no make-up work for students who are unlawfully absent. After 10 days, any unlawful absence cannot be changed to a lawful absence. At the high schools, after 5 days, any unlawful absence cannot be changed to a lawful absence.

VII. LAWFUL ABSENCES
Code of Maryland Regulation (COMAR) 13A.08.01.03
COMAR CODES
01. Death in the immediate family
02. Illness of the student. The principal shall require a physician’s certificate from the parent/guardian of a student reported continuously absent for illness. For high school only, students will be allowed a combination of 5 personal (parent) notes and parent call-ins per semester. They are allowed any number of medical notes.
04. Court Summons
07. Hazardous weather conditions
08. Work approved or sponsored by the school
09. Observance of a religious holiday
10. State Emergency
11. Other emergency or set of circumstances.
17. Health Exclusion
18. Suspension
19. Lack of authorized transportation
CAN STUDENTS TAKE MEDICATION WHILE IN SCHOOL?
Every effort should be made to minimize the administration of medicine in schools. If at all possible, parents are urged to administer medication before school and/or after the child returns home. Medication refers to all drugs prescribed by a physician, as well as over-the-counter, non-prescription drugs (e.g., cold/cough preparations, analgesics – Tylenol/aspirin – lotions, creams, ointments – Calamine/Neosporin – antacids, etc.). To ensure the safe, efficient administration of medications to students who would otherwise be unable to attend school due to certain illnesses, conditions, or diseases; the following procedure is followed. If the physician deems it necessary for a child to receive medication during the school day, parents must provide the school with a completed Physician’s Medication Order form containing:

• Complete written instructions from the prescribing physician, including the date of order, identification of drug by name, dose, time, and circumstances of administration, length of time medication is to be continued, reason for prescription, and possible side effects.
• Signature from parent/guardian stating their desire to have medication administered and relieving the school, its agents, employees, or representatives of any responsibility for ill effects resulting from the administering of the prescribed drug. The medication should be sent to school in the pharmacy container with all labeling information intact.
• School personnel will not administer unlabeled medicines. Medications carried on school property without labeling information will be confiscated and parents contacted.
• Physician’s Medication Order forms are to be submitted at the beginning of each school year and renewed annually for students on long-term medication therapy (i.e., Ritalin, asthma drugs, etc).
• Physician’s Medication Order forms are available at each school and on website.
• These written instructions pertain to ALL medications – both over-the-counter and prescription.
• With parental consent – (2) non-prescription medications are available at no charge to students – acetaminophen (like Tylenol), and cough medicine.
• Only the school nurse may administer these medications in accordance with established protocols.
• Contact the school nurse for specific information about this policy.

EpiPens for Emergency Use
Maryland State law authorizes trained school personnel to administer auto-injectable epinephrine to students experiencing anaphylaxis, a potentially life threatening condition that may occur as a reaction to insect stings or bites, foods, medications or other allergies. School health rooms are stocked with EpiPens for those students who experience signs and symptoms of anaphylaxis during school activities. Parents/guardians of students prescribed an EpiPen for use at school by their health care provider must provide an EpiPen for use at school or at school sponsored activities.

STUDENT ASSISTANCE PROGRAM
The Queen Anne’s County Public School System recognizes that it is not isolated from the nationwide problem of alcohol and drug abuse. These behaviors have a profound impact on the learning process.
The Queen Anne’s County Student Assistance Program operates on a continuum of services which include prevention, early identification, intervention, referral, and follow-up for those students who are educationally at risk. Student Assistance Programs operate in the two high schools. Middle school students should be referred through their school counselor.
Students may be referred for appropriate assistance by parents, students, outside agencies, and employees of our school system. All such referrals and subsequent information are held in the strictest of confidence.

Health Screenings
Vision and hearing screenings are done annually for all students in PreK-Kindergarten, new Kindergarten students and Grade 1, 5, and 8.
Parents/guardians will be notified if a child fails a screening and is in need of an evaluation by a health care provider.
If you do not wish your son/daughter to be screened, please notify your school nurse in writing at the start of the school year.
“Children Who Threaten to Harm Themselves” or “Make Serious Substantive Threats of Violence”  
Students who demonstrate by word or action that they may represent a danger to themselves or others will be screened by a designated member(s) of the school’s Student Support Team. If the threat is transient; then the response may include a reprimand, parent notification, or another disciplinary action. If the threat is substantive a safety evaluation will be conducted by a designated member(s) of the student Support Team.

I. Children Who Threaten Others with Violence

We believe school must be a safe place for students and staff. Serious threats of violence stated against any person(s) in the Queen Anne’s County Public Schools community will not be tolerated and will be handled as a disciplinary infraction. Appropriate law enforcement and other agency officials will be contacted when warranted. A verbal or non-verbal declaration of intent or determination to inflict significant injury to persons and/or damage to property with the perceived ability/intention to carry through on the threat is the definition of a serious substantive threat. Serious substantive threats of violence made at or away from school and/or to be implemented at or away from school fall under school regulations when there is a connection between the threat and student/staff safety.

All threats are taken seriously. The principal or his designee will have the discretion of determining if the threat may be dealt with via normal disciplinary procedures after review/confirmation of all relevant information or handled according to the regulation listed if the principal or designee confirms a potentially dangerous situation exists:
1. Reasonable means shall be taken to prevent the serious threat of violence from being carried out.
2. Notification of the parent/guardian of the student who made the threat and the parent/guardian of the student(s) about whom the threat is made shall occur before the students are permitted to leave the building.
3. Mandatory Threat Assessment/Safety Evaluation conducted by a designated member(s) of the Student Support Team.

II. Recommendation to the Superintendent for Further Action

1. In the case of a 10-day suspension or extended suspension, mandatory assessment by a mental health professional and/or treatment plan will be required for re-admission to any school program. Student must continue with or be satisfactorily finished with the recommended program to maintain enrollment status.
2. Students placed on extended suspension may request re-admission?
   a) Upon verification that the student has had an initial session with an agency or licensed individual psychologist or psychiatrist.
   b) A statement from that individual or agency that the student is not at high risk to harm himself/herself or others.
   c) A statement from the parent that they understand successful completion or continued participation in the program must occur.
   d) A release of information form that permits the individual or agency to periodically inform the QACPS that the student has successfully completed or is actively continuing in the program.

III. Children Who Threaten to Harm Themselves

1. If the student is determined not to be at imminent danger, the parent is to be contacted that school day regarding the concern.
2. If the student is determined to be at imminent risk, the student will be detained until the parent/guardian or designee picks him/her up from school. The student will not be allowed to return to school until the student has been assessed by a mental health professional. A written response from the mental health professional indicating the student is safe to return must be provided to the school before the student may return.
Students are expected to behave in a courteous, cooperative manner towards each other and toward all others in the school setting at all times. Most violations of this standard of conduct can be handled within the classroom and/or with the intervention of school counselors and administrators. Severe and/or repeated violations are handled by school administrators in the appropriate manner. A student who engages in any activity which violates the rights of another individual in any manner or continues to be an impediment to the learning process on school grounds, or on approved trips or activities under the direction of school staff away from the school facilities, may receive a discipline consequence for their actions. The school district reserves the right to discipline student behavior which is not conducive to group order and discipline in the schools or on/in school-sponsored activities even though such behavior may not be specified in the written rules.

**QUEEN ANNE’S COUNTY DISCIPLINARY POLICIES**

I. Suspension

Days of suspension are considered to be lawful absences. Therefore, a student may request and receive make-up work according to each school’s procedure. Each school has an assigned school liaison. In accordance with recent legislation, each principal of a public school may suspend for cause, for not more than 10 school days, any student in the school who is under the direction of the principal COMAR 13A.08.01.11

Appeals for suspensions for 10 or fewer days, should be made to the school principal. This appeal must be submitted in writing within 5 days of the alleged violation/misapplication of the Student Discipline Code. The appeal does not stay the principal’s decision.

II. Suspension with a Recommendation for Further Action

For a serious discipline infraction each principal may suspend a student for up to ten days with a recommendation for further action by the Superintendent. The Superintendent will make a decision which may include: Return to home school, placement in an alternative program, extended suspension, expulsion, or other placement.

Out-of-School Suspensions for more than 10 days or expulsion may be appealed to the Queen Anne’s County Board of Education in writing within 10 days after the determination by the local superintendent or his/her designee. The appeal to the Queen Anne’s County Board of Education does not stay the decision of the Superintendent.

III. POSSESSION OF FIREARMS ON SCHOOL PROPERTY

Any student found in possession of a firearm on school property shall be immediately suspended from school for 10 days and recommended to the Superintendent for further action. which may include expulsion for a period of one (1) calendar year. The Superintendent may specify, on a case-by-case basis, a shorter period of expulsion or an alternative educational

IV. The appropriate law enforcement agency shall be notified immediately by school administrators in:

1. all instances of alleged sexual assault or other assault requiring outside (non-school based) medical attention.
2. all instances of alleged possession or recovery of firearms, explosives or other weapons or any threats involving the use of such items.

**Appealing a Disciplinary Consequence**

In the state of Maryland the principal has the authority to administer disciplinary consequences and suspend students up to 10 days. COMAR 13A.08.01.11.: The Superintendent/designee upon request of the parent may review the principal’s decision. The request must come within ten days of the decision. A student may also be suspended with a recommendation for further action by the Superintendent. The Superintendent’s decision can be appealed to the Queen Anne’s County Board of Education within ten days and that decision can also be appealed to the State Board of Education within 30 days.
It is the policy of Queen Anne’s County Public Schools to prohibit bullying and harassment of any person on school property, at school sponsored functions or by the use of electronic technology at a public school. It is also the policy of Queen Anne’s County Public Schools to prohibit reprisal or retaliation against individuals who report acts of bullying and harassment or who are victims, witnesses, bystanders, or others with reliable information about an act of bullying and harassment.

The Queen Anne’s County Bullying, Harassment and Intimidation reporting form can be found online

BHlform.qacps.org

Each school should also have copies in the main office and the counseling offices.

What do I do if my child has been bullied at school?

1. Talk to your child and get as much information as you can about the situation.

2. Complete a Bullying, Harassment, Intimidation, Reporting form either online or by using the printed form and return this to the school

3. Report this information to the school administration and set up a meeting to discuss the situation.

SEXUAL HARASSMENT

Students who feel they have a complaint under the Board of Education’s Harassment Policy should immediately contact the school counselor or building administrator. If the accused is a student, a written report will be placed in their folder if the complaint has been substantiated. The administrator will also send a copy of the report to the Supervisor of Student Services. Should the student feel that his/her complaint needs further action, the student may request a review of the complaint by: Student Services (if the complaint is against a student) or the Director of Human Resources (if the complaint is against an employee).

Student Services and/or the Director of Human Resources will review the complaint and school based decisions. Student Services and/or the Director of Human Resources will file a written report with recommendations to the Superintendent with a copy given to the complainant.

The Superintendent will review the complaint that Student Services and/or Human Resources report and take appropriate action.
The Queen Anne’s County Board of Education is committed to helping schools prevent, intervene, and respond quickly in cases of the bullying and harassment of children:

Olweus, a research based highly effective anti-bullying program was implemented in 2010. The focus of Olweus is a school wide approach which focuses on the school culture and the importance of peer bystander intervention.

The HERO program honors students who stand up to bullying in their school. Students each month are recognized at the Board of Education meetings.

The QAC Anti-Bullying Committee - In partnership with the Local Management Board. This committee made up of school personnel, local agencies, law enforcement, parents and community members meet monthly to address the issues of bullying and work together with the goal of making our schools bully-free.

**P.B.I.S.**

Positive Behavior Interventions and Supports (PBIS) is a proactive systems approach to establishing the behavioral supports and school culture needed for all students to achieve social, emotional, and academic success. Each school has established school wide expectations for behavior based on the premise of respect and responsibility. PBIS is a proactive approach to which an environment is created where students and staff are recognized and encouraged. This sets the foundation for a safe and effective school. Our goal with PBIS is to bring out the best in all of us.

**BULLYING-HARASSMENT**

Queen Anne’s County Public Schools defines bullying, harassment and intimidation as intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that is repeated over time, 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 and is:

1. 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. Threatening or seriously intimidating; and
3. Occurs on school property, at a school activity or event, or on a school bus; or,
4. Substantially disrupts the orderly operation of a school.

“Electronic communication” means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or pager.”

Any student committing acts of bullying, harassment and intimidation, or engaging in reprisal and retaliation, or any person found to have made false accusations will receive an appropriate consequence and/or intervention. Depending on the nature of the offense, consequences and interventions for the aforementioned behaviors can range from parent/student conference to expulsion from school.
<table>
<thead>
<tr>
<th>Infraction</th>
<th>Definition</th>
<th>Possible Minimum Consequences</th>
<th>Possible Maximum Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dishonesty (801)</td>
<td>Copying another student’s work, giving or receiving information during an assessment, plagiarism, or copyright violation.</td>
<td>• Academic Consequences</td>
<td>• Loss of Privileges • Removal from honor societies or other student organizations</td>
</tr>
<tr>
<td>Alcohol (Violation of QACPS Alcohol Policy) (201)</td>
<td>Under the influence of or possessing any alcoholic beverage</td>
<td>• Student Conference/Parent Contact • Loss of Privileges • After-school Detention • Saturday School • In-School Intervention • Suspension</td>
<td>• Suspension with a Recommendation for Further Action • Police Notification</td>
</tr>
<tr>
<td>Arson (501)</td>
<td>Setting or attempting to set a fire or helping others to set a fire</td>
<td>• Student Conference/Parent Contact • Loss of Privileges • Saturday School • In-School Intervention • Suspension • Police/Fire Marshall Notification</td>
<td>• Suspension with a Recommendation for Further Action, • Police/Fire Marshall notification</td>
</tr>
<tr>
<td>Bomb Threats/False Alarm * (502)</td>
<td>Bomb threats or false information concerning the placement of explosives or destructive substances.</td>
<td>• Student Conference/Parent Contact • Loss of Privileges • After-School Detention • Saturday School • In-School Intervention • Suspension • Police Notification</td>
<td>• Suspension with a Recommendation for Further Action • Police Notification</td>
</tr>
<tr>
<td>Bullying/Harassment (407)</td>
<td>Engaging in bullying or harassment which includes cyber-bullying</td>
<td>• Student Conference/Parent Contact • Loss of Privileges • After-School Detention • Saturday School • In-School Intervention • Restorative Practices</td>
<td>• Suspension • SST Referral • Suspension with a Recommendation for Further Action • Police Notification</td>
</tr>
</tbody>
</table>

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

*School should conduct threat assessment and refer student to counseling

*School should use maximum consequences only for persistent bullying and harassment. Schools should focus on interventions strategies
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<tr>
<td>Bus Misbehavior</td>
<td>Causing a disruption on the bus (being too loud, distracting the driver, acting in a way that may affect the safety of others)</td>
<td>• Student Conference/Parent Contact • Loss of Privileges • After-school Detention • Saturday School • In-School Intervention • Bus Suspension</td>
<td>• Suspension • Loss of Riding Privileges</td>
</tr>
<tr>
<td>Cutting Class (101)</td>
<td>Not reporting to an assigned class after arriving at school without an excused reason.</td>
<td>• Student Conference/Parent Contact • Loss of Privileges</td>
<td>• After-school Detention • Saturday School</td>
</tr>
<tr>
<td>Computer/Internet/Network Violation</td>
<td>Misuse of computer, software or Internet that violates the QACPS acceptable use policy</td>
<td>• Student Conference/Parent Contact • Loss of Privileges • After-school Detention • Saturday School</td>
<td>• In-School Intervention • Suspension</td>
</tr>
<tr>
<td>Continual Non-Compliance of School Rules</td>
<td>Student refuses to follow school rules after frequent reminders to do so. These recurrent behaviors have resulted in numerous office referrals and their misbehavior has impeded the ability of others to learn or participate in the educational program.</td>
<td>• Student Conference/Parent Contact • Loss of Privileges • After-School Detention • Saturday School • In-School Intervention</td>
<td>• Suspension • Referral to SST</td>
</tr>
<tr>
<td>Disrespect/Insubordination (701)</td>
<td>Making intentional or harmful gestures, verbal or written comments to others. Acting in defiance of authority</td>
<td>• Student Conference/Parent Contact • Loss of Privileges • After-School Detention • Saturday School</td>
<td>• In-School Intervention • Suspension</td>
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<tr>
<td>Disruption of School Activities (704.705)</td>
<td>Intentionally engaging in behavior that distracts or disrupts the teaching and learning environment. (This includes disruptions on the bus or at school sponsored events.)</td>
<td>• Student Conference/Parent Contact</td>
<td>• Suspension</td>
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<td>• After-School Detention</td>
<td>• Suspension with a Recommendation for further action</td>
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<td>• Saturday School</td>
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<td>• In-School Intervention</td>
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<td>Dress Code Violation (School)</td>
<td>Violating the school’s dress code</td>
<td>• Student Conference/Parent Contact</td>
<td>• After-school Detention</td>
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<td>• Change of Attire</td>
<td>• Saturday School</td>
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<td>• Loss of Privileges</td>
<td>• In-school Intervention</td>
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<tr>
<td>Drugs (Violation of QACPS Drug Policy) (203,891)</td>
<td>Any student found to be in possession of, using, distributing or attempting to distribute any controlled dangerous substance or look-a-like.</td>
<td>• Student Conference/Parent Contact</td>
<td>• Suspension with a Recommendation for further action</td>
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<td>• Loss of Privileges</td>
<td>• Police Notification</td>
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<td>• In-school Intervention</td>
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<td>• Suspension</td>
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<tr>
<td>Explosives (503)</td>
<td>Possessing an incendiary or explosive device or material or any explosive substance that can cause harm to people or property</td>
<td>• Student Conference/Parent Contact</td>
<td>• Suspension</td>
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<td>• Loss of Privileges</td>
<td>• Suspension with a Recommendation for further action</td>
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<td>• After-school Detention</td>
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<td>• Saturday School</td>
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<td>• In-School Intervention</td>
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<td>Fighting (405)</td>
<td>Shoving, pushing, or otherwise physically aggressing another in the context of a fight/Intentionally Fighting. (Not Horseplay)</td>
<td>• Student Conference/Parent Contact</td>
<td>• Suspension</td>
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<td>• Loss of Privileges</td>
<td>• Suspension with a Recommendation for further action</td>
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<td>• After-School Detention</td>
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<td>• In-School Intervention</td>
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</table>
| Gang Related Activity            | Gang activity or similar destructive or illegal group behavior. May include open displays of gang affiliation or recruitment into gang activity, | • Student Conference/Parent Contact  
• Loss of Privileges  
• After-School Detention  
• Saturday School  
• In-school Intervention | • Suspension  
• Suspension with a Recommendation for Further Action,  
• Police Notification |
| Leaving School Grounds Without Permission | Student leaves school campus without permission of authorized school personnel | • Student Conference/Parent Contact  
• Loss of Privileges  
• After-School Detention  
• Saturday School  
• Loss of Privileges | In-School Intervention |
| Personal Electronics              | Misuse of personal electronics that violates the QACPS cell phone policy or the mobile learning device policy | • Student Conference/Parent Contact  
• Loss of Privileges  
• After-School Detention  
• Saturday School  
• In-School Intervention | Suspension |
| Physical Attack on Student       | Any student that physically attacks or is physically aggressive towards another student. | • Student Conference/Parent Contact  
• Loss of Privileges  
• After-School Detention  
• Saturday School  
• In-School Intervention | • Suspension  
• Suspension with a Recommendation for Further Action,  
• Police Notification |
| Physical Attack on a Staff Member | Any student that physically attacks or is physically aggressive towards a staff member | • Student Conference/Parent Contact  
• Loss of Privileges  
• After-School Detention  
• Saturday School  
• In-School Intervention | • Suspension  
• Suspension with a Recommendation for Further Action,  
• Police Notification |
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| Safety Violation              | Any willful violation of school procedures that creates a dangerous situation for students or staff. This includes misbehavior on the bus or at school sponsored activities. | • Student Conference/Parent Contact  
• Loss of Privileges  
• After-School Detention  
• In-School Intervention | • Suspension  
• Suspension with a Recommendation for Further Action  
• Police Notification |
| Sexual Harassment (602)       | Unwanted and/or unwelcome sexual behavior including inappropriate or unsolicited comments of a sexual nature.                                                                                           | • Student Conference/Parent Contact  
• Loss of Privileges  
• After-School Detention  
• Saturday School  
• In-School Intervention | • Suspension  
• Suspension with a Recommendation for Further Action  
• Police Notification |
| Sexual Activity (603)         | Inappropriate behavior of a sexual nature, including indecent exposure; consensual sex inappropriate texts and other sexual activity not identified as sexual harassment.                                         | • Student Conference  
• Parent Contact  
• Loss of Privileges  
• After-School Detention  
• Saturday School  
• In-School Intervention | • Suspension  
• Suspension with a Recommendation for Further Action  
• Police Notification |
| Sexual Attack(601)            | Intentionally engaging in a physical sexual attack on another                                                                                                                                              | • Student Conference  
• Parent Contact  
• In-School Intervention | • Suspension  
• Suspension with a Recommendation for Further Action  
• Police Notification |
| Theft/Destruction of Property (803,806) | Taking of items that belong to others without permission. This includes school property Intentional destruction of school property or the property of others                                                                 | • Student Conference  
• Parent Contact  
• Restitution  
• Loss of Privileges  
• In-School Intervention  
• After-School Detention  
• Saturday School | • Restitution  
• Suspension  
• Suspension with a Recommendation for Further Action  
• Police Notification |
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<tbody>
<tr>
<td>Threat</td>
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<tr>
<td>To Adult (403)</td>
<td>Expression-ally, in writing or by gesture an intent to do physical harm.</td>
<td>• Student Conference</td>
<td>• Suspension</td>
</tr>
<tr>
<td>To Student (404)</td>
<td>Using a threat (without a weapon) to turn over his or her property.</td>
<td>• Parent Contact</td>
<td>• Suspension with a Recommendation for Further action</td>
</tr>
<tr>
<td>Extortion (406)</td>
<td></td>
<td>• Loss of Privileges</td>
<td>• Police Notification</td>
</tr>
<tr>
<td>*School should conduct threat assessment and refer student to counseling</td>
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<td>• After-School Detention</td>
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<td>• Saturday School</td>
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<td></td>
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<td>• In-School Intervention</td>
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<td>• Suspension</td>
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<tr>
<td>Tardiness (102)</td>
<td>Arriving late to class more than once or being persistently tardy</td>
<td>• Student Conference</td>
<td>• Loss of Privileges</td>
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<td></td>
<td>• Parent Contact</td>
<td>• After-School Detention</td>
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<tr>
<td></td>
<td></td>
<td>• Loss of Privileges</td>
<td>• Saturday School</td>
</tr>
<tr>
<td>Tobacco or E-cigarettes (204)</td>
<td>Possession or use of tobacco, tobacco products or E-cigarettes.</td>
<td>• Student Conference</td>
<td>Suspension</td>
</tr>
<tr>
<td>Truancy (103)</td>
<td>Being absent from school without an excused reason.</td>
<td>• Parent Contact</td>
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<tr>
<td>Elementary Students with unexcused absences should not be given punitive consequences</td>
<td></td>
<td>• Loss of Privileges</td>
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<td></td>
<td></td>
<td>• After-School Detention</td>
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<td></td>
<td></td>
<td>• Saturday School</td>
<td></td>
</tr>
<tr>
<td>Weapons-Firearm (301)</td>
<td>Possessing a Firearm on School Grounds</td>
<td>Any student in possession of a firearm on school grounds shall be expelled for a period of one year. (COMAR 13A.08.01.12-1)</td>
<td>Any student in possession of a firearm on school grounds shall be expelled for a period of one year. (COMAR 13A.08.01.12-1)</td>
</tr>
<tr>
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</tbody>
</table>
| Weapons-Other Guns (302)          | Possessing an operable non-firearm gun or a look alike gun or toy gun        | • Student Conference  
• Parent Contact  
• Loss of Privileges  
• After-school Detention  
• Saturday School  
• In-School Intervention | • Suspension  
• Suspension with a Recommendation for Further Action* |
| Weapons-Other Weapons (303)       | Possessing an implement that is likely to cause serious bodily harm          | • Student Conference  
• Parent Contact  
• Loss of Privileges  
• After-School Detention  
• Saturday School  
• In-School Intervention | • Suspension  
• Suspension with a Recommendation for Further Action* |