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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>District</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlene Taylor</td>
<td>President</td>
<td>At Large</td>
<td>2014-2018</td>
</tr>
<tr>
<td>Annette DiMaggio</td>
<td>Vice-President</td>
<td>District 1</td>
<td>2014-2018</td>
</tr>
<tr>
<td>Jennifer George</td>
<td>Member</td>
<td>District 2</td>
<td>2014-2016</td>
</tr>
<tr>
<td>Sharyn Harlow</td>
<td>Member</td>
<td>District 4</td>
<td>2016-2020</td>
</tr>
<tr>
<td>Capt. Beverly Kelley</td>
<td>Member</td>
<td>District 3</td>
<td>2016-2020</td>
</tr>
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SCHOOL ADMINISTRATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Andrea Kane</td>
<td>Superintendent of Schools</td>
</tr>
<tr>
<td>Mr. Gregory Pilewski</td>
<td>Assistant Superintendent</td>
</tr>
<tr>
<td>Mr. Mark Farley</td>
<td>Director of Human Resources</td>
</tr>
<tr>
<td>Ms. Janet Pauls</td>
<td>Director of Teacher and Leadership Development</td>
</tr>
<tr>
<td>Mr. Sid Pinder</td>
<td>Director of Operations</td>
</tr>
<tr>
<td>Mrs. Robin Landgraf</td>
<td>Chief Finance Officer</td>
</tr>
</tbody>
</table>

Queen Anne’s County Board of Education
202 Chesterfield Avenue
Centreville, MD 21617
(410) 758-2403
www.qacps.org
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.)

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.

Integrated Pest Management (Please Read Carefully)

The Integrated Pest Management (IPM) Program employed by the Queen Anne’s County Public Schools is a proactive rather than a reactive approach to insect and rodent control in school facilities. The IPM Program includes routine inspections or surveys of all school facilities to identify conditions conducive to pest invasion, to ensure early detection of pest presence, and to monitor infestation levels. As a first step in pest control, the IPM approach employs a number of preventative strategies and alternatives to pesticide application, such as; employee education, source reduction, inspection and identification of potential problem areas, and improved sanitation. Each approach is monitored and evaluated, and modifications are made if necessary. Integrated Pest Management includes treatment of school grounds. Pesticides are used only as a last resort. Maryland law requires that parents of all elementary school children be notified prior to any interior pesticide application. Parents of middle or high school students, as well as staff, who wish to be notified prior to interior pesticide applications or applications to school grounds must request that they be placed on the school system’s pesticide notification list. To be added to the list, send a written request which includes your name, address, email address, telephone number, as well as your child’s name and school to: Mrs. Toni Schelts at QACPS 202 Chesterfield Avenue, Centreville, MD 21617. Copies of material safety data sheets (MSDS) and product labels for each pesticide and bait station used on school property are maintained by the contact person. Persons wishing to review this information or would like to comment on the program, should contact: Mrs. Toni Schelts at QACPS 202 Chesterfield Avenue, Centreville, MD 21617 or call 410-758-2403 ext. 140.
The Board of Education of Queen Anne's County is committed to promoting the worth and dignity of all individuals regardless of race, creed, religion, physical or mental disability, color, gender, national origin, age, occupation, marital status, political opinion, sexual orientation, or personal appearance. The Board will not tolerate or condone any act of bias, discrimination, insensitivity, or disrespect toward any person. The Board of Education believes all students can learn, and we are committed to a policy of educating children for learning and living by helping them develop an appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society.

Notice of Non-Discrimination
The Queen Anne's County Public School District does not discriminate on the basis of race, color, national origin, sex, gender identity, disability, or age in its employment or educational programs and activities. The District is required by Title IX not to discriminate in such a manner. The following persons have been designated to handle inquiries regarding the non-discrimination policies:
For Student, Parent and Community Concerns: Brad Engel, Supervisor of Student Support Services, brad.engel@qacps.org, 410-758-2403
For Employment Related Concerns: Mark Farley, Director of Human Resources, mark.farley@qacps.org, 410-758-2403
Queen Anne’s County Public Schools
202 Chesterfield Ave.
Centreville, Md. 21617

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.
Follow Along with QACPS and the Board of Education

Visit qacps.org to find our BoardDocs. Here is where you will find Board Meeting agendas, minutes, and policies. To watch these meetings, you may visit www.qacps.org or subscribe to our QACPS Video YouTube Channel.

Every first Wednesday of the month, an open session starts at 4:30 p.m., that is then moved into a closed session. The open session meeting reconvenes at 6 p.m. Queen Anne’s County Citizens are encouraged to attend and may address the Board at the beginning of the meeting during “Citizen Participation”. Monthly work sessions occur starting at 11 a.m. These meetings are open to the public but do not have Citizen Participation.

Times and locations of Board Meetings are posted on qacps.org. If you have any questions regarding Board Meetings, please call 410-758-2403.

QACPS Television

QACTV presents on Atlantic Broadband Cable Channel 7 programs and information relating to Queen Anne’s County Public Schools. These include 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

ELEMENTARY SCHOOLS

BAYSIDE ELEMENTARY
301 Church Street
Stevensville, Maryland 21666
Ms. Louisa Welch, Principal
410-643-6181
louisa.welch@qacps.org

KENT ISLAND ELEMENTARY
110 Elementary Way
Stevensville, Maryland 21666
Mr. David DuLac, Principal
410-643-2392
david.dulac@qacps.org

CENTREVILLE ELEMENTARY
213 Homewood Avenue
Centreville, Maryland 21617
Mrs. Theresa Farnell, Principal
410-758-1320
theresa.farnell@qacps.org

CHURCH HILL ELEMENTARY
631 Main Street
Church Hill, Maryland 21623
Mrs. Jacquelyn Wilhelm, Principal
410-556-6681
jacquelyn.wilhelm@qacps.org

GRASONVILLE ELEMENTARY
5435 Main Street
Grasonville, Maryland 21638
Mrs. Carol Kamp, Principal
410-827-8070
carol.kamp@qacps.org

KENNARD ELEMENTARY
420 Little Kidwell Avenue
Centreville, Maryland 21617
Mrs. Michelle Carey, Principal
410-758-1166
michelle.carey@qacps.org

MATAPEAKE ELEMENTARY
651 Romancoke Road
Stevensville, Maryland 21666
Mrs. Jennifer Schrecongost, Acting Principal
410-643-3105
jennifer.schrecongost@qacps.org

SUDLERSVILLE ELEMENTARY
300 S. Church Street
Sudlersville, Maryland 21668
Mr. Tom Walls, Principal
410-438-3164
thomas.walls@qacps.org

MIDDLE SCHOOLS

CENTREVILLE MIDDLE
231 Ruthsburg Road
Centreville, Maryland 21617
Mr. Lawrence Dunn, Jr., Principal
410-758-0883
lawrence.dunn@qacps.org

MATAPEAKE MIDDLE
671 Romancoke Road
Stevensville, Maryland 21666
Dr. Lois McCoy, Principal
410-643-7330
lois.mccoy@qacps.org

STEVENSVILLE MIDDLE
610 Main Street
Stevensville, Maryland 21666
Ms. Tara Downes, Principal
410-643-3194
tara.downes@qacps.org

SUDLERSVILLE MIDDLE
600 Charles Street
Sudlersville, Maryland 21668
Mr. Sean Kenna, Principal
410-438-3151
sean.kenna@qacps.org

HIGH SCHOOLS

KENT ISLAND HIGH
900 Love Point Road
Stevensville, Maryland 21666
Mr. John Schrecongost, Principal
410-604-2070
john.schrecongost@qacps.org

KENT ISLAND HIGH,
9TH GRADE ANNEX
671 Romancoke Road
Stevensville, Maryland 21666
410-643-7172

QUEEN ANNE’S COUNTY HIGH
125 Ruthsburg Road
Centreville, Maryland 21617
Mrs. Amy Hudock, Principal
410-758-0500
amy.hudock@qacps.org

ANCHOR POINTS ACADEMY
ALTERNATIVE EDUCATION

202 Chesterfield Avenue
Centreville, Maryland 21617
Mr. Kevin Kintop, Program Administrator
410-758-2403 X 199 or 255
kevin.kintop@qacps.org

BOARD OF EDUCATION

202 Chesterfield Avenue
Centreville, Maryland 21617
410-758-2403
offpub@qacps.org
## School Times: Starting and Ending

<table>
<thead>
<tr>
<th>School</th>
<th>Level</th>
<th>Arrival</th>
<th>Beginning</th>
<th>Pre-K/AM Departure</th>
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<td>10-12</td>
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<td>Kent Island Elementary</td>
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<td>Matapakeake Elementary</td>
<td>K-5</td>
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<td>9:15 AM</td>
<td>11:45 AM</td>
<td></td>
<td>3:45 PM</td>
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</tbody>
</table>
Transportation

Contact Transportation at 410-758-2403 ext. 141 for further information.
transportation.qacps.org

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, WSCL, WINX, WCTR, WNAV, WXCY and TV Channels 2, 11, 13, 16 and 45. Notifications will also be made via SchoolMessenger (phone, text, email), schoolsout.com, QACPS.org, and QACPS Facebook page.

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. (SES will follow the K-4 schedule) 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.

Parents should monitor weather conditions during inclement weather and anticipate that school schedules may be affected.

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 the 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 and have a plan for emergencies if they cannot be at 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 arrange for their child to arrive at the bus stop at least five minutes before the regularly scheduled arrival time. Bus drivers will not wait for tardy students since any waiting 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 unforeseen events will not be approved for change in bus assignment. Under short-term emergency situations only the principal may approve a different bus assignment.

**STUDENT RESPONSIBILITY**

**Helpful Tips:**
- Leave home early enough to arrive at your bus stop at least five minutes before the regularly scheduled pick up time.
- Wait for your bus in a safe place, well off the roadway.
- Enter the bus in an orderly manner and take your seat.
- Follow the instructions of the school bus driver.
- Remain in your seat while the bus is in motion.
- Keep the center aisle clear at all times.
- Remain quiet and orderly.
- Be courteous to your school bus driver and fellow passengers.
- Be alert to traffic when leaving the bus.
- No eating or drinking on the bus.
- Keep head, hands and feet inside the bus.
- Respect the property of others.
- Place personal items on lap or under seat.

Students are responsible for their behavior while on the bus and at bus stops. School buses are an extension of school. As such, students are expected to adhere to the same standards of behavior on a school bus as they do the classroom. And just like students obey teachers and instructors while at school, so also are they expected to obey the bus driver who are their instructors while on the way to and back from school. Remember, riding the school bus is a privilege for most students, but it is not a right. That privilege can and will be revoked if that students fails to observe the basic standards of conduct and safety required of them.

**Avoid the Danger Zone**
- Take 10 giant steps away from the bus when getting off.
- Always cross in front of the bus.
- If you drop something outside of the bus, leave it. Get permission from the driver before picking it up.
- Never go under the bus, the driver will help you.
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 check the box on the online Back to School Forms under ‘Transportation’. If during the school year you would like to opt out, please contact your child’s school or visit www.transportation.qacps.org for additional 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 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 2017-2018 school year. Applications are available at the Board of Education reception desk.

<table>
<thead>
<tr>
<th>Meal Type</th>
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<tbody>
<tr>
<td>Student Breakfast</td>
<td>$1.45</td>
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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>Student Milk</td>
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<td>Adult Breakfast</td>
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<tr>
<td>Adult Lunch</td>
<td>$4.00</td>
</tr>
<tr>
<td>Adult Milk</td>
<td>$.50</td>
</tr>
</tbody>
</table>

Pay for School Lunches at [https://www.myschoolbucks.com](https://www.myschoolbucks.com)
Pay for school meals, view purchases, and track balances online with My School Bucks. Create your free account today.

MySchoolApps
Online free and reduced lunch application sign-up
Special Programs

**Mission:** 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. **Goals:** Strengthen personal character traits, build families with character, build a more cohesive community. **Who:** 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.

Volunteers are needed to teach Character Counts! lessons in the classrooms and mentor students. For more information contact: Elaine Butler, Character Counts! Coordinator
Department of Community Services
104 Powell Street
Centreville, MD 21617
410-758-6677
Web: www.peopleofcharacter.org  www.growinguppositive.org
Facebook: www.facebook.com/CharacterCountsQAC

2017-2018
Queen Anne’s County
Teacher of the Year
Marsha Macneal

Marsha Macneal teaches eighth grade math and algebra at Centreville Middle School in Queen Anne’s County. She graduated from West Virginia University with a Bachelor of Science degree in Elementary Education in 1997 and earned a Master of Education degree in Curriculum and Instruction from Loyola College in 2005. In 2015, Marsha earned National Board Certification in Mathematics. She is a School Improvement Team member, annually presents at her school’s parent nights, and has mentored Washington College interns. For QACPS, she has served on the Teacher Evaluation Task Force, Grading Policy Committee, and has written curriculum.

Partnering for Youth
After School Programs

THE PARTNERING FOR YOUTH AFTER SCHOOL PROGRAM is now in its twenty-second 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
- Provide a safe & positive after school environment
- Strengthen attachment to school & community
- Improve academic success
- Enhance physical fitness & personal well being
- Heighten family investment through involvement
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 fourth grade, where students are introduced to the best practices of Service Learning, and use them to complete their first Service Learning project. 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 at least one more project. By the time a student graduates, they will have completed at least 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.

For more information call 410-758-2403 ext. 138

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. 118
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 enables 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 school 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, Sudlersville Middle, and Grasonville Elementary are school wide Title I Schools.

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 is the only identified Targeted Assistance Schools.

The student selection process is based 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.

IV. Parent Engagement
Queen Anne’s County Title I mission is to honor, welcome and connect with our families. Based upon Joyce Epstein’s Six Types of Parent Involvement, we use the following when developing school and family partnership programs.

• Help all families establish home environments to support children as students.
• Design effective forms of school-to-home and home-to-school communication about school programs and children’s progress.
• Recruit and organize parent help and support.
• Provide information and ideas to families about how to help students at home with curriculum related activities, decisions and planning.
• Include parents in school decisions, developing parent leaders and representatives.
• Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development.

V. Title I Parent Advisory Committee (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 committee. See your school’s Parent Involvement Coordinator for more information.

“Parent’s Right To Know” Parents/Guardians:
See page 33 for information regarding the Every Student Succeeds Act.
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, The Family Center of QAC, 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 Recreation, 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 child care 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 Kindergarten 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 four and five 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!
Three major Judy Center Partners that serve families with the youngest children:
• The Family Center of QAC is a Maryland Family Network grant-funded organization located in Sudlersville, Maryland serving all families in Queen Anne’s County with children under four years of age. The sponsoring agency is the Queen Anne’s County Board of Education. Funding is provided by Maryland Family Network, The Judy Center Partnership and the generous support of the community. See page 19
• The Infants & Toddlers Program. See page 19
• 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 five 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 is an ongoing process through which all children with disabilities, from birth to 21 years of age, in the State who are eligible for early intervention or in need of special education services are identified, located and evaluated. In Queen Anne's County this service is provided through the Infants and Toddler's Program for children birth to 3 and for children ages three to 21 by the Queen Anne’s County Public School (QACPS) System.

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?
- Children ages three and four residing in Queen Anne’s County who are not enrolled in a preschool/Pre-K program.
- Children ages three to 21 enrolled in a Queen Anne’s County Public School.
- Children ages three to 21 attending an MSDE approved private/parochial school located in Queen Anne’s County, regardless of residency.
- Children ages three to 12 residing in Queen Anne's County who are participating in home schooling.

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 for children ages three to 21: Tricia Smith, Special Education Teacher Specialist 410-758-2403 ext. 182

To begin the referral process contact for children ages birth to three: Mary Lou Christian, R.N. 410-758-0720 ext. 4456

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.

Officers for the 2017-2018 School Year
Committee Chair: Audrey Levering and Torrey Janssen
Secretary: Juli Vallecillo
Treasurer: Tricia Hunter

Meeting Dates for the 2017-2018 School Year
Location: TBD - found on qacps.org
Time: TBD - found on qacps.org
Dates: September 20, October 25, November 14, December 9 (Party Time: 1 p.m.), January 9, February 13, March 13, April 10, May 8
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
410-556-6103 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.

Infants & Toddlers Program

The Infants & 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 natural environments 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;” or
- may have something about their behavior that causes concern.

Sometimes a parent has a hunch that there is something going on that is not quite typical of children at this age. If you are not sure, give us a call!

To begin the referral process contact:
First Contact - Mary Lou Christian, R.N., QAC Health Department, at 410-758-0720 Ext. 4456
Additional Contact – Dawn Fraser, Ed.D., BCBA, Program Coordinator at 410-556-6103
dawn.fraser@qacps.org
The Family Center of Queen Anne’s County is a Maryland Family Network grant-funded organization located in Sudlersville, Maryland serving all families in Queen Anne’s County with children under four years of age.

The center is open year round providing center-based or home visiting services. The primary purposes are to support families with young children (prenatal until their fourth birthday) in becoming prepared for school success as well as to empower and educate parents to be their child’s first and most important teacher.

Our program incorporates adult education, English classes, early childhood education, nurturing/parenting education, employment opportunities, nutrition/health education, and family literacy opportunities to achieve the primary mission; “Empowering Parents & Children to Shine”.

There are many volunteer opportunities: in the child development classrooms, teaching classes for parent education, including interests and hobbies, and administrative duties.

They accept donations of baby items, such as diapers and wipes, household items, as well as new or gently used infant and toddler books. Monetary donations are used for classrooms supplies, educational field trips, and nutritional snack options. Fundraising efforts plus community donations help to support this program with no fees for our services to the participants.

Please refer to the monthly calendar for opportunities, events, and activities.

Visit them on Facebook “The Family Center of QAC”

Visit their website

The sponsoring agency is the Queen Anne’s County Board of Education. Funding is provided by Maryland Family Network, The Judy Center Partnership and the generous community.
Contact Information

Queen Anne’s County Public Schools………………………………………………..410-758-8217
Ask for the Pupil Personnel Worker or the Supervisor of Student Support Services

Queen Anne’s County Department of Social Services……………………………410-758-8000
Ask for the Homeless Education Coordinator

The Maryland State Department of Education……………………………………410-767-0293
Ask for the Homeless Education Coordinator

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 make, 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 do 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.

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**HOME INSTRUCTION**

Any parent or guardian who chooses to teach his/her child(ren) at home is required to complete and sign a Home Instruction 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 Support Services at least fifteen (15) days before the beginning of a Home Instruction program. Students enrolled in private school or who are on a Home Instruction program are excluded from participation in public school sponsored programs and activities.
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). The PARCC assessments serve as an "educational GPS system," assessing students' current performance, and pointing the way to what students need to learn to be ready for the next grade level and, by high school graduation, for college and/or a career.

The PARCC assessments are designed to give schools and teachers more information to improve instruction. Moreover, PARCC is designed to let parents know how their child is progressing academically. This more detailed information can lead to strong engagement between parents and teachers.

All students in grades three to eight will participate in PARCC testing in the spring. The testing window for these grades run from mid-April through mid-May. PARCC assessments for high school students will be near the end of each semester for students enrolled in Algebra I, Algebra II, English 10, and English 11.

More information regarding the administration of the assessments and specific dates will be posted on the QACPS website and will be distributed from the individual schools. Additional information on the PARCC assessments as well as sample questions and practice tests can be found at the PARCC website.

http://www.parcconline.org/

In addition to PARCC testing, students in grades five and eight will participate in the Maryland Integrated Science Assessment (MISA) while High School Students will participate in the MISA test at the end of specific science courses. High school students are also required to pass the Government HSA as well as the English 10 and Algebra I PARCC assessments in order to meet Maryland graduation requirements.

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 Readiness 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.

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. In the past few years, Maryland has incorporated significant changes into the report card to meet the requirements of “No Child Left Behind". Some data is used to measure school performance with achievement levels of basic, proficient and advanced aligned to statewide standards, while some address whether or not students are falling below, meeting or exceeding expectations. Other data are reported without standards as it describes school, school system and state characteristics. Please note that this information is updated multiple times during the year.
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 Board of Education of Queen Anne’s County (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 Privacy 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. 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 to 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 Devices)**
MLDs 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 terms dictated by the BOEQAC within this policy. (Agreement found on InfoSnap)
User Guidelines
Access to all electronic resources on the Board of Education of Queen Anne’s County (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.

Consequences for Inappropriate Use
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.
Cell Phone Policy/Procedures

I. Policy

A. Purpose: The purpose of this policy is to establish guidelines for the student use of cell/smart phones on the grounds, buildings, and buses of Queen Anne’s County Public Schools.

B. Policy Statement: The Board of Education of Queen Anne’s County recognizes that cell/smart phones are an integral part of our everyday world and through instant communication may add to the well being of students.

C. Rationale: While in general, The Queen Anne’s County Board of Education acknowledges that cell/smart phones are valuable communication devices, the Board also recognizes the possibility that these devices may distract or disrupt an educational environment. Therefore, limited use of student cell/smart phones will be permitted but must strictly follow the prescribed guidelines.

D. Definition: Acceptable Use of Electronic Networks Policy is the overriding policy that governs and establishes guidelines for the use of all technology equipment, software, related materials, electronic communications and licensed network systems. 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 computer. Guidelines are those procedures designed to ensure that portable communication devices do not disrupt the learning environment. Public School Property refers to any Queen Anne’s County Public School grounds, building, and buses. Regular Instructional Hours are defined as the beginning of the opening bell of the school day and concludes at the dismissal bell at the end of the school day.

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

F. Evaluation: The Superintendent will provide the Board of Education a review of this policy in August 2012. The focus of this review will be the effectiveness of this policy in assisting the Board in fulfilling its mission.

II. Procedure

A. Use of Cell/Smart Phones in Queen Anne’s County Public Schools

1. As set forth in the Board of Education of Queen Anne’s County (QACBOE) Acceptable Use of Electronic Networks Policy (AUP) under no circumstances are students or employees permitted to use cell/smart phones on Queen Anne’s County Public School property or during school 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.

2. Additionally, as set forth in the QACBOE Acceptable Use of Electronic Networks Policy QACPS will not assume any responsibility or liability for loss, theft, damage or destruction of any personal (both student and employee) cell/smart phone.

3. Guidelines for use of a student cell/smart phone according to grade level are as follows:

   I. 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.

      a) 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.

   II. Middle and High Schools: Middle and High School students may possess cell/smart phones during the school day in accordance with the following regulations:

      a) 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.

      b) Prior to entering the school building, the cell/smart phone must be turned off.

      c) 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.

      d) High school students may be granted permission by the principal to use a cell phone during their lunch period and or during transitions between classes.

4. 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.

5. 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.
Cell Phone Policy/Procedures

I. Procedure (cont.)

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

1. 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.

2. Cell/smart phones may be used if students are participating in non-academic activities (athletics, drama, clubs, etc).

3. If traveling to or from a school sponsored activity via bus, student cell/smart phones may be used with the permission of the sponsor.

4. 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 designate.

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

1. 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.

2. Students who misuse cell/smart phones in any of the following ways may face disciplinary action:
   i. 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.
   ii. Causing disruption.
   iii. Using a cell/smart phone to cheat, including getting and giving answers to tests and copying from the Internet.
   iv. Using a cell/smart phone to bully, threaten, harass, or attack another student or school personnel whether or not communicated directly to that person.
   v. Sending (or asking to receive) pictures or videos of people without their permission.

D. Consequences for Inappropriate Use

A. 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 the following disciplinary actions.
   i. The first offense – confiscation of cell/smart phone for one (1) day and parent must pick up the communication device, with a conference.
   ii. The second offense – confiscation of the communication device, 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 communication device 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 day suspension. The student will not be allowed to have a cell/smart phone on school property for the remainder of the year.
   v. Any subsequent violation may result in additional disciplinary action or loss of school privileges (e.g. parking permit, admission to school functions).
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.

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 County 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.
Student Support Services

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, 2017 in order to earn credit for 1st semester classes and by February 24, 2018 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/certified nurse practitioner or emotionally unable to attend school as certified by psychiatrist, or psychologist, for a minimum of ten 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.

School Climate Initiatives
Every school implements Positive Behavior Interventions and Supports (PBIS) which establishes 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 in 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.

Other school climate initiatives include, Character Counts, Olweus, Cultural Proficiency, substance use prevention, and Student Assistance Program.
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 apparel 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 Public 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 Public 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 the school counselor and or school administration. 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, 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 address student behavior which is not conducive to group order or to discipline in the schools or at school-sponsored activities.

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.
Every Student Succeeds Act (ESSA) 
“Parent’s Right To Know” (Title I)

“Parent’s Right to Know” in Title I funded schools gives parents the right to ask for and receive information about the professional qualifications of their child’s teacher, including:

- Whether the teacher has met State qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and
- Whether the teacher is teaching in the field of discipline of the certification of the teacher.
  - Whether the child is provided services by paraprofessionals and if so, their qualifications.

ESSA ensure success for students and schools. ESSA:

- Advances equity by upholding critical protections for America’s disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students’ progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Sustains and expands this administration’s historic investments in increasing access to high-quality preschool.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time

Text-2-Stop-It

- Students anonymously send text messages to stop bullying, report drugs, violence, and whatever violation that needs to be reported.
- Students are encouraged to text a keyword and the message goes to an operator who then interviews them via text to get information. The operator collects information and a transcript of the conversation is emailed to designated staff members in the schools to address the concern.
- The calls from students are anonymous.
- Text-2-Stop-It staff are available 24 hours a day, 7 days a week. (Including summer.)
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)

I. Substance Use 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 participating 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 use, possession, and distribution in schools 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 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 a 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.

II. Search in School
Student Searches
A school administrator 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.
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 students parents may excuse ten (10) lawful absences by phone or by note 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 Pupil Personnel Worker. 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 Pupil Personnel Worker.

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 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 have not been verified. Parents may excuse student absences by phone on no more than five 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 makeup work for students who are unlawfully absent.** After ten (10) days, any unlawful absence cannot be changed to a lawful absence. At the high schools, after five (5) days, any unlawful absence cannot be changed to a lawful absence.

VII. Family Travel/Activities
Family vacations during school days are strongly discouraged due to the impact they may have on school performance and grades earned. However, with prior approval by the school principal, absences for family travel/activities will be lawful and students will be permitted to make up missed work. If prior approval is not granted, such absences will be unlawful.

VIII. 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 (i.e., 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 the 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.

STUDENT ASSISTANCE PROGRAM
The Queen Anne’s County Public School System recognizes that it is not isolated from the nationwide problem of substance use. 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 and the four middle schools. 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.
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.

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.

Beginning in 2017-2018, every school in the Queen Anne's County Public School system will be stocked with Narcan, the antidote for an Opioid overdose. A new state law, "The Start Talking Maryland Law," requires schools to be prepared for a possible overdose. The law puts primary responsibility for responding to an overdose with the school nurse, as well as school administrators, who will be trained to administer Naloxone, the drug that counteracts an Opioid overdose. Each school will receive a Narcan Kit which contains two doses and will be stored in a safe and secure location.
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/her 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 will be conducted by a designated member(s) of the Student Support Team.
4. 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 satisfactorily finish with the recommended program to maintain enrollment status.
5. 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.

II. 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.
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 ten (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 ten (10) or fewer days, should be made to the school principal. This appeal must be submitted in writing within five (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 (10) 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 setting, extended suspension, expulsion, or other placement as determined by the Superintendent.

Out-of-School Suspensions for more than ten (10) days or expulsion may be appealed to the Queen Anne’s County Board of Education in writing within ten (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 ten (10) days and recommended to the Superintendent for further action. This 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 setting.

Appealing a Disciplinary Consequence
In the state of Maryland the principal has the authority to administer disciplinary consequences and suspend students up to ten (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 (10) 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 (10) 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:

**BHIform.qacps.org**

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

**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.

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**Anti-Harassment/Anti-Retaliation Statement**

The Queen Anne’s County Public Schools (QACPS) prohibits sexual harassment. It also prohibits retaliation against persons who file complaints about sexual harassment or who participate in investigations regarding such complaints. Students who have been subjected to sexual harassment or retaliation are encouraged to report the harassment to the school principal and the Title IX Coordinator for the QACPS. Complaints will be promptly investigated. Students found to have engaged in sexual harassment or retaliation will be disciplined, as appropriate, consistent with QACPS disciplinary policies and the regulations of the Maryland State Board of Education. Students who have been affected by sexual harassment may receive counseling or other educational support through the QACPS. If the person who has engaged in sexual harassment or retaliation is a QACPS employee, the employee will be subject to discipline, up to and including termination of employment. The QACPS encourages any student, staff member, or parent to contact the Title IX Coordinator for the QACPS if there are any questions or concerns.

Questions should be addressed to:

Brad Engel
Title IX Coordinator/Supervisor of Student Services
Queen Anne’s County Public Schools
Brad.Engel@qacps.org
410-758-8216
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.

Bullying, Cyberbullying, Harassment and Intimidation, Hazing and Bias Behavior

Bullying, cyberbullying, harassment and intimidation, hazing, and bias behavior creates a hostile educational environment for learning and cannot be tolerated.

The Board of Education of Queen Anne’s County is committed to providing all students with an orderly school environment that is free from bullying, cyberbullying, harassment and intimidation, hazing, and bias behavior. All complaints of bullying, cyberbullying, harassment and intimidation, hazing, and bias behavior shall be investigated in accordance with the procedures set forth in this policy.

The school system shall discipline or take other action with regard to members of the school community who engage in unlawful bullying, cyberbullying, harassment and intimidation, hazing, and bias behavior in accordance with this regulation and the QACPS Student Discipline Policy.

In some cases acts of bullying, cyberbullying, harassment and intimidation, hazing, and bias behavior may be deemed criminal under state and/or federal law.
Queen Anne’s County Public Schools
School Based Discipline Code with Levels of Responses

Level 1 Responses

Examples of Classroom, Support, and Teacher-Led Responses

These responses are designed to teach appropriate behavior, so students are respectful, can learn and contribute to a safe environment. Teachers are encouraged to try a variety of teaching and classroom management strategies. When appropriate, teachers may engage the student support system to ensure successful learning and consistency of responses, and change the conditions that contribute to the student inadequate or disruptive behavior. These responses should be used in a graduated fashion.

Classroom-based Responses (Verbal Correction, Written Reflection/Apology, Reminders/Redirection, Role Play, Daily Progress Sheet)
Check in with School Counselor/Resource Specialist
Community Conferencing
Detention
Informal and/or Preventative School-Based Mentoring
Parent outreach (contact parent via telephone, e-mail or text)
Referral to appropriate substance use counseling service
Referral to health/mental health services
Restorative Practices

Level 2 Responses

Examples of Classroom, Support, and Removal Responses

These responses are designed to teach appropriate behavior, so students behave respectfully, can learn and contribute to a safe environment. Many of these responses engage the student support system, and are designed to alter conditions that contribute to the student inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses should be used in a graduated fashion.

Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet)
Behavioral Contract Referral to Community-Based Organization
Check-in with School Counselor/Resource Staff Referral to Health/Mental Health Services Community
Conferencing Referral to IEP Team (Student not Currently Eligible for Special Education Services) Community service
Referral to IEP Team (Student Currently Receiving Special Education Services) Detention
Mentoring
Loss of Privileges
Parent/Guardian and Student Conference (with Teacher) Parent Outreach (Contact Parent via Telephone, E-mail or Text)
Peer Mediation
Referral to Appropriate Substance Abuse Counseling Services
Referral to Student Support Team Functional Behavior Assessment / Behavioral Intervention Plan Referral to Student Support Team for review of 504 Plan Informal and/or Preventative School-Based
Removal from Extracurricular Activities
Restitution
Restorative Practices (Classroom-Based or Specialist-Facilitated)
School-Based or Outside Facilitated Conflict Resolution Student Court
Student Support Services – Discipline Code

Temporary Removal from Class

Level 3 Responses

Examples of Support, Removal, and Administrative Responses

These responses engage the student support system to ensure successful learning, and to alter conditions that contribute to the student’s inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior. These responses should be used in a graduated fashion.

Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet)
Behavioral Contract
Community Conferencing
Detention
Functional Behavior Assessment / Behavioral Intervention Plan
Informal/Preventative/Formal Mentoring
In-School Intervention
In-School Suspension
Loss of Privileges
Parent/Guardian and Student Conference (with Administrator)
Referral to Appropriate Substance Abuse Counseling Services
Referral to Community-Based Organization Community Service

Referral to Health/Mental Health Services
Referral to IEP Team (Student not Currently Eligible for Special Education Services)
Referral to IEP Team (Student Currently Receiving Special Education Services)
Referral to Student Support Team
Referral to Student Support Team for review of 504 Plan
Removal from Extracurricular Activities
Restitution
Restorative Practices (Classroom-Based or Specialist-Facilitated)
School-Based or Outside Facilitated Conflict Resolution
Student Court

Level 4 Responses

Examples of Support, Removal, Administrative, and Out-of-School Exclusionary Responses

These responses address serious behavior while keeping the student in school, or when necessary due to the nature of the behavior or potential implications for future harm, remove a student from the school environment. They promote safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a graduated fashion.

Alternative to Suspension at Anchor Points Academy (ATS) (1-3 Days)
Formal Mentoring Program
Functional Behavior Assessment/Behavioral Intervention Plan
In-School Intervention
In-School Suspension
Loss of Privileges
Parent/Guardian and Student Conference (with Administrator)
Referral to Student Support Team for review of 504 Plan

Removal from Extracurricular Activities
Restitution
Restorative Practices (Classroom-Based or Specialist-Facilitated)
Referral to IEP Team (Student not Currently Eligible for Special Education Services) Student Court
Referral to IEP Team (Student Currently Receiving Special Education Services)
Referral to Student Support Team
Short-Term Out-of-School Suspension (1-3 Days)
Temporary Removal from Class
Level 5 Responses

Examples of Long-term Administrative, Out-of-School Exclusionary, and Referral Responses (May be Administrator or District Staff-Led)

These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a graduated fashion.

Alternative to Suspension at Anchor Points Academy (ATS)
(4-10 days)

Expulsion
Extended-Out-of-School Suspension (11-45 days)
Long-Term Out-of-School Suspension (4-10 days)
Referral to Alternative Education
Referral to IEP Team (Student not Currently Eligible for Special Education Services)

Referral to IEP Team (Student Currently Receiving Special Education Services)
Referral to Student Support Team
Recommend for Further Action
Referral to Student Support Team for review of 504 Plan
Restorative Practices (Classroom-Based or Specialist-Facilitated)
Levels of Responses

**LEVEL 1:** Classroom & Support Responses (e.g., written apology, talk with school counselor, detention)

**LEVEL 2:** Classroom, Support, In-School Removal. Responses (e.g., community service, peer mediation, temporary removal from class)

**LEVEL 3:** Support, Removal, Administrative, (e.g., restorative practices, in-school suspension)

**LEVEL 4:** Support & Out-of School Removal Responses (e.g., restorative practices, mentoring programs, short-term suspension of 1-3 Days)

**LEVEL 5:** Support, Out-of School Removal, Referral Responses (e.g., long-term suspension of 4-10 Days, expulsion, refer to alternative ed.)

### Levels of Responses

<table>
<thead>
<tr>
<th>Infraction and COMAR Discipline Code</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Police Notification</th>
<th>Superintendent or Designee Notification</th>
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<tbody>
<tr>
<td><strong>Class Cutting (101)</strong></td>
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<td>Failing to attend a class, after arrival at school, without an excused reason.</td>
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<td>Persistently failing to attend a scheduled class, after arrival at school, without excused reasons.</td>
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<td><strong>Tardiness (102)</strong></td>
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<td>Arriving late more than once to class or school, without an excused reason.</td>
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<td>Persistently arriving late to class or school.</td>
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<tr>
<td>Elementary school students who are late should not be given any punitive or exclusionary consequences, but parents/guardians should be notified.</td>
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<td><strong>Truancy (103)</strong></td>
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<td>Being absent from school without an excused reason.</td>
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<td>Being truant</td>
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*Note 1. Elementary school students with unexcused absences should not be given any punitive or exclusionary consequences, but parents/guardians should be notified.*

*Note 2. A student may not be suspended out-of-school solely for attendance related offenses - MD. CODE ANN. EDUCATION § 7-305. This applies to all behaviors listed above: class cutting, tardiness, and truancy.*

| **Disrespect (701)**                  |   |   |   | X | X |                    |                                        |
| Making intentional and harmful gestures, verbal or written comments, or symbols to others. (e.g., verbal put-downs, cursing) |   |   |   |   |   |                    |                                        |
| Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority. | X | X |   |   |   |                    |                                        |

| **Disruption (704)**                  |   |   |   |   |   |                    |                                        |
| Intentionally engaging in minor behavior distracting from the learning environment. |   |   |   |   |   |                    |                                        |
| Intentionally and persistently engaging in minor behavior that distracts from the learning environment. (e.g., talking out of turn, throwing small items, horseplay) |   |   |   | X | X |                    |                                        |
| Intentionally engaging in moderate to serious behavior that distracts from teaching and learning, and directly affects the safety of others. (e.g., throwing harmful items, sending incendiary texts/social media messages, disrupting a fire drill) | X | X | X |   | X |                    |                                        |
### Infraction and COMAR Discipline Code

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Dress Code (801)</th>
<th>Sexual Activity (603)</th>
<th>Sexual Attack (601)</th>
<th>Harassment (602)</th>
<th>Harassment (407)</th>
<th>Bullying (408)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violating dress code, after student has been warned.</td>
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<td>Engaging in inappropriate behavior of a sexual nature (e.g., indecent exposure, inappropriate texts of a sexual nature).</td>
<td>Intentionally engaging in behavior towards another that is physically, sexual aggressive.</td>
<td>Engaging in harassment including racial harassment and bias motivated behavior.</td>
<td>Engaging in sexual harassment. <em>(e.g., intentional unwelcome sexual advances, requests for sexual favors, other intentional inappropriate verbal, written, or physical conduct of a sexual nature)</em></td>
<td>Engaging in persistent bullying including cyber bullying.</td>
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</table>

*School staff should refer students to appropriate counseling.*
### Infraction and COMAR Discipline Code

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<tbody>
<tr>
<td><strong>Threat to Adult (403)</strong></td>
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<td>Threat to Adult (404)</td>
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<td>Extortion (406)</td>
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<td><em>Schools should conduct a threat assessment.</em></td>
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<td>Expressing orally, in writing, or by gesture intent to do physical harm to others.</td>
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<td>Engaging in extortion: Using a threat (without a weapon) to get a person to turn over property.</td>
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<td>Engaging in persistent threats or extortion, or a threat that is serious and creates a major disruption to the school setting.</td>
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<td><strong>False Alarm / Bomb Threat (502)</strong></td>
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<tr>
<td><em>School should conduct a threat assessment and refer students to counseling.</em></td>
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<td>Initiating a warning of a fire or other catastrophe without cause. (e.g., pulling a fire alarm or misusing 911)</td>
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<td>Making a bomb threat or threatening a school shooting.</td>
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<tr>
<td><strong>Academic Dishonesty (801)</strong></td>
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<td>X</td>
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<td>X</td>
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<td>Plagiarizing, such as by taking someone else’s work or ideas (for students in grades 6-12); forgery, such as faking a signature of a teacher or parent; or cheating.</td>
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</tbody>
</table>
### Infraction and COMAR Discipline Code

<table>
<thead>
<tr>
<th>Infraction</th>
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<th>Police Notification</th>
<th>Superintendent or Designee Notification</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theft (803)</strong> Schools should consider the following factors: the monetary value of the property whether student knew the property was valuable or expensive to replace whether student acted in the heat of the moment, as opposed to planning ahead in taking the property Whether the behavior is persistent/ habitual</td>
<td></td>
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</tr>
<tr>
<td>Intentionally taking property without owner’s permission where the actor is an elementary school student.</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Intentionally taking property without the owner’s permission</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Intentionally taking property without the owner’s permission where the theft is especially serious based on the above listed factors.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td><strong>Destruction of Property (806)</strong> Schools should consider the following factors: the monetary value of the destroyed property whether student knew the property was valuable or expensive to replace whether student acted in the heat of the moment, as opposed to planning ahead the reason student destroyed the property Whether the behavior is persistent/ habitual</td>
<td></td>
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<tr>
<td>Causing accidental damage.</td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>Intentionally causing damage to school/other’s property</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Intentionally causing damage to school/other’s property where the act is especially serious based on the listed factors.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
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<td><strong>Alcohol (201)</strong> School will mandate a full substance use assessment for any student in violation of the Substance Use Policy.</td>
<td></td>
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</tr>
<tr>
<td>Being under the influence of alcohol on school grounds or at a school event.</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>Using alcohol on school grounds or at a school event.</td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>Possession of alcohol on school grounds or at a school event.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Distributing/selling alcohol on school grounds or at a school event.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td><strong>Inhalants (202)</strong> School will mandate a full substance use assessment for any student in violation of the Substance Use Policy.</td>
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<tr>
<td>Being under the influence of inhalants on school grounds or at a school event</td>
<td>X</td>
<td>X</td>
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</tr>
<tr>
<td>Using inhalants on school grounds or at a school event.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</tr>
<tr>
<td>Possession of inhalants on school grounds or at a school event.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Distributing/selling inhalants on school grounds or at a school event.</td>
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<td></td>
<td>X</td>
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<tr>
<td>Drugs/Controlled Substances (203) School will mandate a full substance use assessment for any student in violation of the Substance Use Policy. Under the influence of illegal drugs on school grounds or at a school event.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Using illegal drugs on school grounds or at a school event</td>
<td>X</td>
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<tr>
<td>Possession illegal drugs on school grounds or at a school event.</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Distributing/selling non-illegal or illegal drugs on school grounds or at a school event</td>
<td>X</td>
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<tr>
<td>Tobacco (204) School should refer student to local health department or community group for prevention and treatment. Using/possessing tobacco/e-cigarettes.</td>
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<tr>
<td>Fighting (405) Attack on Adult (401) Attack on Student (402) Schools should consider multiple factors, including: whether student acted in the heat of the moment, as opposed to planning ahead whether student was verbally provoked where student acted in self-defense whether student was intervening in fight. Intentionally shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (e.g., body check; intentionally bumping; but NOT horseplay)</td>
<td></td>
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<td>X</td>
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<tr>
<td>Intentionally engaging in a fight (which may be small, spontaneous, and short, and/or result only in minor, cuts, scrapes, bruises).</td>
<td></td>
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<td>X</td>
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<tr>
<td>Intentionally engaging in a fight, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on the listed factors.</td>
<td></td>
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<td>X</td>
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<tr>
<td>Serious Bodily Injury (408) Schools should consider multiple factors, including: whether student acted in the heat of the moment, as opposed to planning ahead whether student was verbally provoked where student acted in self-defense whether student was intervening in fight intentionally shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (e.g., body check; intentionally bumping; but NOT horseplay) Intentionally misbehaving in a way that unintentionally causes serious bodily injury.</td>
<td>X</td>
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<tr>
<td>Intentionally causing serious bodily injury. (injury involving (a) substantial risk of death; (b) extreme physical pain; (c) protracted and obvious disfigurement; or (d) protracted loss or impairment of a function of a bodily member, organ, or mental faculty. 20 U.S.C. § 1415(k)(7)(D) (referring to 18 U.S.C. § 1365(h)(3).)</td>
<td>X</td>
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<tr>
<td>Trespassing (804) Being on school property without permission, including while on suspension or expulsion. (Where an older family member is on school grounds to pick up younger siblings, that person should be asked to seek school permission. School should then grant permission.)</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Inappropriate Use of Personal Electronics (802) Excluding use of a device in an emergency or preapproved situation. Cyber bullying or social media harassment covered under other behaviors. Having out a personal electronic device, after student has been warned. Persistently having out a personal electronic device, in defiance of school rules.</td>
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<tr>
<td>Explosives (503) Possessing an incendiary or explosive device or material or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property. (e.g. firecrackers, smoke bombs) Detonating or threatening to detonate an incendiary or explosive device or material, including those described above.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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</tr>
</tbody>
</table>

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| Intentionally setting a fire or helping others to set a fire with the intent to endanger others or with the result of destroying valuable property. | X | X | X | X |