

STUDENT CODE OF CONDUCT - AR

I. Student Behaviors and Responses

As used in this policy, the following is meant to illustrate the kinds of responses and interventions that are available and commonly used by school administrators and staff to respond to student behaviors. It is not intended to be an exhaustive list.

II. Definitions

- A. Behavioral Contract: Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive interventions, strategies, and supports.
- B. Behavioral Intervention Plan & Functional Behavior Assessment: A Functional Behavior Assessment gathers information about students' inappropriate or disruptive behavior and determines approaches that school staff should take to correct or manage that behavior. The information is then used to develop a Behavior Intervention Plan for the student. A Behavioral Intervention Plan offers positive behavioral interventions, strategies, and supports designed by school staff to correct inappropriate or disruptive school behaviors.
- C. Check-in with School Counselor/ Resource Specialists: Prompting students to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker, or coach who has a relationship with the student.
- D. Checkmate: An alternative to out of school suspension located at the Talbot County Board of Education where the student is "afforded the opportunity to continue to:
 - 1. Appropriately progress in the general curriculum;
 - 2. Receive the special education and related services specified on the student's IEP, if the student is a student with a disability in accordance with the law
 - 3. Receive instruction commensurate with the program afforded to the student in the regular classroom; and
 - 4. Participate with peers as they would in their current education program to the extent appropriate." MD. CODE REGS. 13A.08.01.11(C)(2)(a).
- E. Classroom-Based Responses: Prompting a student to reflect on her or his behavior using classroom strategies such as time-out, teacher-student conference, reflection chair, redirection (e.g., role play), seat change, call home, loss of classroom privilege, or apology letter.

- F. Community Conferencing: Bringing together students, school staff, and others involved in a conflict to discuss the topic, resolve issues, and propose solutions.
- G. Conflict Resolution: Using strategies to assist students in taking responsibility for peacefully resolving conflicts. Students, parents, guardians, teachers, school staff, and principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
- H. Confer: A discussion or dialogue by any means, for example, telephone, electronic mail, or face-to-face meeting, where the views of teacher are communicated and considered. If a student's disruptive behavior results in action less than suspension, the principal shall confer with the teacher who referred the student to the principal before returning the student to that teacher's classroom. The principal may satisfy this requirement by consulting with the teacher before returning the student to the classroom.
- I. Detention: Requiring a student to report to a designated classroom before school, during free period, after school, or on the weekend for a set period of time.
- J. Expulsion: Excluding a student from the student's regular school program for 45 school days or longer.
- K. In-School Removal/ Intervention: Removing a student within the school building "from the student's current education program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal," MD. CODE REGS. 13A.08.01.11(B)(4), but that is not considered an in-school suspension, because the student is "afforded the opportunity to continue to:
 - 5. Appropriately progress in the general curriculum;
 - 6. Receive the special education and related services specified on the student's IEP, if the student is a student with a disability in accordance with the law
 - 7. Receive instruction commensurate with the program afforded to the student in the regular classroom; and
 - 8. Participate with peers as they would in their current education program to the extent appropriate." MD. CODE REGS. 13A.08.01.11(C)(2)(a).
- L. Mentoring Program: Pairing students with mentors (e.g., counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.
- M. Parent Outreach: Informing parents/guardians of their children's behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
- N. Parent/Guardian/ Student and Teacher Conference: Involving students, parents, guardians, teachers, school staff, and principals in discussion about the student's behavior and potential solutions that address social, academic, and personal issues related to the behavior.

- O. Peer Mediation: Employing a form of conflict resolution in which students serve as mediators and help their peers deal with and develop solutions to conflicts.
- P. Principal: means the principal of a school or the principal's designee.
- Q. Recommend for Further Action: Recommending a student to building administrator(s) for long-term suspension, expulsion, referral to alternative education, or contact with law enforcement.
- R. Referral to Alternative Education: Recommending a student to building administrator(s) for placement in an alternative education program or alternative education placement.
- S. Referral to Appropriate Substance Abuse Counseling Services: Referring students to services both in and out of school, such as "MSAP," a local health department, or a community-based service for counseling related to substance abuse.
- T. Referral to Community-Based Organizations: Referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.
- U. Referral to Health/ Mental Health Services: Referring students to school-based or community-based health and mental health clinics or other social services for the purpose of providing counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success, and discuss goals and learn techniques that help them overcome personal challenges. These services may include anger management classes and formal/informal behavior coaching.
- V. Referral to Multi Level Intervention Process: Bringing together a team which may include teachers, principals, social workers, nurses, mental health clinicians, school psychologists, and external agency representatives under a case manager to help develop prevention and intervention techniques and alternative strategies designed to improve student outcomes. If the behavior does not improve after implementation of the plan created by the Multi Level Intervention Process, the Team may request placement review for alternative placement conducted by the local school system.
- W. Removal from Extracurricular Activities/Loss of Privileges: Revoking a student's privilege to participate in extracurricular activities, including sports and clubs, or revoking a student's right to participate in school events or activities, such as by attending a field trip or participating in a school dance. If the behavior warrants this consequence, any monies paid by the student for the missed activity should be refunded.

- X. Restitution: Requiring a student to compensate others for any loss, damage, or injury that has resulted because of a student's behavior. Compensation may be monetarily or by a student's assignment to a school work project, or both.

Pursuant to the Code of Maryland Regulations 13A.08.01.11(D), if a student violates a State or local law or regulations, and during or as a result of the commission of that violation damaged, destroyed, or substantially decreased the value of school property or property of another that was on school property at the time, the principal shall require the student or the student's parent or guardian to make restitution, after a conference on the matter with the student, the student's guardian, and other appropriate individual. Monetary restitution is not to exceed \$2,500 or the fair market value of the property, whichever is lesser.

- Y. Restorative Justice Practices: Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation with the student who caused the harm.
- Z. School Liaison for Out of School Suspensions: Staff member who is the point of contact between the parent and the teacher to provide services for the student who is on suspension. Contact information for the school liaison is to be given to the parent at the time of suspension.
- AA. Suspension (In-School): Removing a student within the school building "from the student's current education program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal." MD. CODE REGS. 13A.08.01.11(B)(4). In school suspensions also require the following:
1. "A student may not receive an in-school suspension unless the student has been informed of the reasons for the suspension and has been given an opportunity to respond before the suspension becomes effective.
 2. The school principal shall provide the student's parents with written notification of the in-school suspension action taken by the school.
 3. After 10 days of cumulative in-school suspension, the student, the student's parents or guardian, and the principal shall confer.
 4. The student's school of current enrollment shall make provision for the student's education during the period of in-school suspension.
 5. Local school system shall develop policies pertaining to student's participation in extracurricular activities if the student receives an in-school suspension.
 6. Local school systems shall develop and implement a behavioral program of positive interventions to address the causes of behavior as part of an in-school suspension." MD. CODE OF REGS. 13A.08.01.11(C)(2)
- BB. Suspension (Short Term, Out-of-School): The removal of a student from school for, up to but not more than, 3 days for disciplinary reasons by the principal.

- CC. Suspension (Long Term, Out of School): The removal of a student from school for a time period between 4-10 school days for disciplinary reasons by the principal.
- DD. Suspension (Extended, Out of School): The exclusion of a student from the student's regular school program for a period between 11 and 45 days.
- EE. Teen Court: Referring students to a "court" of peer jurors to resolve conflicts.
- FF. Temporary Removal: Removing a student within the school building from her or his regular education program from up to, but not more than one class period.

LEVELS OF RESPONSES

LEVEL 1	<p>Examples of Classroom, Support and Teacher-Led Responses</p> <p>These responses are designed to teach appropriate behavior, so students behave respectfully, 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's support system to ensure successful learning and consistency of responses, and change the conditions that contribute to the student's inappropriate or disruptive behavior. These responses should be used in a graduated fashion when possible.</p> <ul style="list-style-type: none"> • Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Detention • Restorative justice practices (classroom-based) • Peer mediation • School-based conflict resolution • Community conferencing • Parent outreach (contact parent via telephone, e-mail or text) • Referral to appropriate substance abuse counseling/student services program • Informal and/or preventative school-based mentoring • Referral to health/mental health services • Check-in with school counselor/resource specialist
LEVEL 2	<p>Examples of Classroom, Support and Removal Responses</p> <p>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's support system, and are designed 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 should be used in a graduated fashion when possible.</p> <ul style="list-style-type: none"> • Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Behavioral contract • Parent outreach (contact parent via telephone, e-mail or text) • School-based or outside facilitated conflict resolution • Referral to community-based organization • Community conferencing • Check-in with school counselor/resource specialist • Detention • Removal from extracurricular activities • Temporary removal from class (Time Out) • In School Suspension • Peer mediation • Parent/guardian and student conference (with teacher) • Informal and/or preventative school-based mentoring • Functional Behavior Assessment/Behavior Intervention Plan • Referral to health/mental health services • Referral to MLIP • Restorative justice practices (classroom-based or specialist-facilitated) • Loss of privileges • Restitution • In school removal
LEVEL 3	<p>Examples of Support, Removal and Administrative Responses</p> <p>The responses engage the student's 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. These responses may involve the short-term removal of a student from the school. 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 when possible.</p> <ul style="list-style-type: none"> • Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Behavioral contract • Parent/guardian and student conference (with administrator) • Informal/preventative/formal mentoring • Referral to community-based organization • Referral to MLIP • Detention • Removal from extracurricular activities • Temporary removal from class (Time Out) • In School Suspension • Community conferencing • Functional Behavior Assessment/Behavior Intervention Plan • School-based or outside facilitated conflict resolution • Referral to appropriate substance abuse counseling services • Referral to health/mental health services • Restorative justice practices (classroom-based or specialist-facilitated) • Loss of privileges • Restitution • Teen court • Short Term Out of School Suspension • In school removal

<p>LEVEL 4</p>	<p>Examples of Support, Removal, Administrative and Out of School Exclusionary Responses</p> <p>These responses address serious behavior while keeping the student in school, or where 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 when possible.</p> <ul style="list-style-type: none"> • Parent/guardian and student conference (with administrator) • Loss of privileges • Restitution • In School Suspension • Functional Behavior Assessment/Behavior Intervention Plan • Teen court • Formal mentoring program • Removal from extracurricular activities • Temporary removal from class (Time Out) • Short Term Out of School Suspension • Long Term Out of School Suspension • Restorative justice practices (classroom-based or specialist-facilitated) • Recommend for further action • Referral to alternative education
<p>LEVEL 5</p>	<p>Examples of Long Term Administrative, Out of School Exclusionary and Referral Responses (May be Administrator or District Staff Led)</p> <p>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. Exceptions are made for first time severe offenses.</p> <ul style="list-style-type: none"> • Restorative justice practices (classroom-based or specialist-facilitated) • Recommend for further action • Referral to alternative education • Expulsion • Referral to student support team • Long Term Out of School Suspension • Extended Out of School Suspension • Restitution

Key Lowest level may be used first, followed by progressively more intensive consequences	Level 1 Classroom & Support Responses (e.g. written apology, talk with counselor, detention)	Level 2 Classroom, Support, In School Removal Responses (e.g. community service, peer mediation, temporary removal from class, in school suspension, in school removal)	Level 3 Support, Removal, Administrative Responses (e.g. restorative practices, in school suspension, in school removal, short term out of school suspension)	Level 4 Support & Out of School Removal Responses (e.g. restorative practices, mentoring programs, short term out of school suspension, long term out of school suspension)	Level 5 Support, Out of School Removal, Referral Responses (e.g. long term out of school suspension, expulsion, referral to alternative ed.)
Academic Dishonesty 801	Plagiarizing, such as by taking someone else's work or ideas; forgery, such as by faking a signature of a teacher or parent; or cheating				
Alcohol¹ 201				Being under the influence of alcohol. ^{1,2}	Using/possessing alcohol. ^{1,2} Distributing/selling alcohol. ^{1,3}
Arson/Fire 501		Setting a fire or attempting to set a fire or helping others to set a fire that endangers others or destroys valuable property.			
Class Cutting⁴ 101	Failing to attend a class, after arrival at school, without an excused reason. ⁵ Persistently failing to attend a scheduled class, after arrival at school, without excused reasons.				
Destruction of Property – 806 Schools should consider factors listed ⁶	Causing accidental damage	Causing damage to school/others property. Causing damage to school/other's property, where the act is especially serious based on the listed factors.			
Disrespect – 701	Making harmful gestures, verbal or written comments, or symbols to others. (e.g. verbal put-downs, cursing, talking back)	Being insubordinate: repeatedly or persistently disrespectful, in defiance of authority.			
Disruption 704	Engaging in minor behavior that distracts from the learning	Persistently engaging in minor behavior that distracts from the learning environment. (e.g. talking out of turn, throwing small items, horseplay) 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)			

1. School should refer student to local health department or community group for prevention and treatment.
 2. 1st offense - 5-10 day suspension. 2nd offense - 10 day suspension with request for expulsion. Offenses are cumulative grades 6-12. When sending the student home, schools should take every precaution to ensure that the student is leaving school grounds in the care of a family member or someone able to provide assistance.
 3. 10 day suspension with request for expulsion
 4. A student may not be suspended out of school or expelled from school "solely for attendance-related offenses" MD. Code Ann., Education §7-305
 5. Excused reasons for absence include illness of the student, death in the student's immediate family, hazardous weather conditions, emergencies, religious holidays, and other specified circumstances. COMAR 13A.08.01.03
 6. 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, the students age, the reason the student destroyed the property, whether the behavior is persistent/habitual

<p>Key Lowest level may be used first, followed by progressively more intensive consequences</p>	<p>Level 1 Classroom & Support Responses (e.g. written apology, talk with counselor, detention)</p>	<p>Level 2 Classroom, Support, In School Removal Responses (e.g. community service, peer mediation, temporary removal from class, in school suspension, in school removal)</p>	<p>Level 3 Support, Removal, Administrative Responses (e.g. restorative practices, in school suspension, in school removal, short term out of school suspension)</p>	<p>Level 4 Support & Out of School Removal Responses (e.g. restorative practices, mentoring programs, short term out of school suspension, long term out of school suspension)</p>	<p>Level 5 Support, Out of School Removal, Referral Responses (e.g. long term out of school suspension, expulsion, referral to alternative ed.)</p>
<p>Dress Code code – 706</p>	<p>Violating dress code, after student has been warned</p>		<p>Persistently violating the dress code after the student has been warned.</p>		
<p>Drugs/Controlled Substances⁷ 203</p>	<p>Unauthorized using/possessing of non-illegal drugs * (e.g. Rx)^{8,9,10}</p>			<p>Being under the influence of illegal drugs ^{*8,9} Using/possessing illegal drugs ^{*8,9,10} Distributing/selling non-illegal or illegal drugs ^{10,11}</p>	
<p>Explosives – 503 –</p>	<p>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, flares; but NOT "snap pops," which should be treated as a disruption)</p>				
<p>False Alarm / Bomb Threat ¹² – 502</p>			<p>Detonating or threatening to detonate an incendiary or explosive device or material, including those described above.</p>		
<p>Fighting ¹³ 405 Attack on Adult 402</p>	<p>Shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (e.g. body check, bumping, but NOT horseplay)</p>		<p>Engaging in a fight, which may be small, spontaneous, and short, and/or result only in minor cuts, scrapes and bruises.</p>		
<p>Firearms ¹⁴ – 301</p>	<p>01 Attack on Student</p>		<p>Schools should consider factors listed ¹³</p> <p>Engaging in a fight, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb, or is otherwise especially serious based on listed factors. ¹³</p> <p>Possessing a firearm, as defined in 18 USC §921 (e.g. handgun)</p>		

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

8. 1st offense 5-10 day suspension. 2nd offense 10 day suspension with request for expulsion. Offenses are cumulative from grades 6-12. When sending the student home, schools should take every precaution to ensure that the student is leaving school grounds in the care of a family member or someone able to provide assistance.

9. For purposes of record-keeping, for students with disabilities ONLY, use code 892. ("Illegal drugs" for students with disabilities is defined as those substances that are not legally possessed, used under the supervision of a licensed health-care professional, or used under any other authority under the Controlled Substance Act or under any other provision of federal law.)

10. Notify Police for possession, distribution/selling of both non-illegal and illegal drugs.

11. For purposes of record keeping, for students with disabilities ONLY, use code 891 for the selling of a drug or substance identified under the schedules of controlled substances in 21 U.S.C. § 812; 21 C.F.R. pt. 1308.

12. School should conduct a threat assessment and refer students to counseling

13. 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, whether student acted in self-defense, whether student was intervening in fight, the student's age, whether the fighting is persistent/habitual

14. Under federal and Maryland state law: A student who has brought a firearm onto school property "shall be expelled for a minimum of 1 year," but a county superintendent "may specify on a case by case basis, a shorter period of expulsion or an alternative educational setting, if alternative educational settings have been approved by the county board." MD. Code Ann., Education §7-305(f)(2)-(3); MD. Code Regs. 13A.08.01.12-1. However, discipline of a student with a disability who has brought a firearm onto school property, including the suspension, expulsion, or interim alternative placement, shall be conducted in conformance with the requirements of the IDEA. MD. Code Ann., Education §7-305(g); MD Code Regs. 13A.08.01.12-1(C). For purposes of record-keeping, use code 893 for students with disabilities.

Key Lowest level may be used first, followed by progressively more intensive consequences	Level 1 Classroom & Support Responses (e.g. written apology, talk with counselor, detention)	Level 2 Classroom, Support, In School Removal Responses (e.g. community service, peer mediation, temporary removal from class, in school suspension, in school removal)	Level 3 Support, Removal, Administrative Responses (e.g. restorative practices, in school suspension, in school removal, short term out of school suspension)	Level 4 Support & Out of School Removal Responses (e.g. restorative practices, mentoring programs, short term out of school suspension, long term out of school suspension)	Level 5 Support, Out of School Removal, Referral Responses (e.g. long term out of school suspension, expulsion, referral to alternative ed.)
Harassment / Bullying ^{15, 16} 407 Sexual Harassment 602	Engaging in harassment.				
		Engaging in sexual harassment. (e.g. unwelcome sexual advances, requests for sexual favors, other inappropriate verbal, written, or physical conduct of a sexual nature)			
Inappropriate use of Electronics ¹⁷ 802	Having out a personal electronic device ¹⁸ after the student has been warned.				
	Persistently having out a personal electronic device, in defiance of school rules.				
Inhalants ¹⁹ 202				Being under the influence of inhalants ²⁰	
Other Guns 302	Possessing, using or threatening to use a look-alike gun. (e.g. water guns)				
		Possessing, using or threatening to use an unloaded/inoperable non-firearm gun. (e.g. pellet guns, BB guns)			
Other Weapons – 303	Possessing, using or threatening to use a loaded/operable non-firearm gun. ²²				
Serious Bodily Injury ^{23, 24} — 408	Possessing an implement that could potentially cause injury.				
	Using or threatening to use as a weapon an implement that is likely to cause serious bodily harm. ²²				
	Misbehaving in a way that unintentionally causes serious bodily injury				Causing serious bodily injury

15. Schools should emphasize intervention strategies over removal strategies

16. Intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication, that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is: (1) Motivated by an actual or perceived characteristic, including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or (2) Threatening or seriously intimidating; and either occurs on school property, at a school activity or event; or on a school bus; or substantially disrupts the orderly operation of a school. This can include harassment and stalking. [MD Code Ann., Education §7-424](#)

17. Excluded the use of a device in an emergency or preapproved situation. Cyberbullying or social media harassment is covered under other behaviors.

18. Devices include cell phones, PDAs, music players (e.g., iPods), tablets (e.g., iPads), electronic gaming devices, and other portable communication devices.

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

20. 1st offense - 5-10 day suspension. 2nd offense - 10 day suspension with request for expulsion. Offenses are cumulative grades 6-12. When sending the student home, schools should take every precaution to ensure that the student is leaving school grounds in the care of a family member or someone able to provide assistance.

21. Notify Police for possession, distribution/selling of inhalants.

22. Police may be notified.

23. Schools should consider multiple factors, See factors listed under "Fighting"

24. 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. See [20 U.S.C. §1514\(k\)\(7\)\(D\)](#) referring to [18 U.S.C. §1365\(h\)\(3\)](#)

<p>Key Lowest level may be used first, followed by progressively more intensive consequences</p>	<p>Level 1 Classroom & Support Responses (e.g. written apology, talk with counselor, detention)</p>	<p>Level 2 Classroom, Support, In School Removal Responses (e.g. community service, peer mediation, temporary removal from class, in school suspension, in school removal)</p>	<p>Level 3 Support, Removal, Administrative Responses (e.g. restorative practices, in school suspension, in school removal, short term out of school suspension)</p>	<p>Level 4 Support & Out of School Removal Responses (e.g. restorative practices, mentoring programs, short term out of school suspension, long term out of school suspension)</p>	<p>Level 5 Support, Out of School Removal, Referral Responses (e.g. long term out of school suspension, expulsion, referral to alternative ed.)</p>
<p>Sexual Activity²⁵ 603</p>	<p>Engaging in inappropriate behavior of a sexual nature (e.g. indecent exposure, inappropriate texts of a sexual nature)</p>				
<p>Sexual Attack²⁵ 601</p>	<p>Engaging in behavior toward another that is physically and sexually aggressive.</p>				
<p>Tardiness²⁶ 102</p>	<p>Arriving late more than once to class or school, without an excused reason.</p>				
<p>Persistently arriving late to class or school</p>					
<p>Theft²⁷ 803</p>	<p>Taking property without owner's permission, where the taker is an elementary school student.</p>				
<p>Taking property without owner's permission</p>					
<p>Taking property without owner's permission, where the theft is especially serious based on listed factors.</p>					
<p>Threat²⁸ to Adult 403 to Student 404 Extortion 406</p>	<p>Expressing - orally, in writing, or by gesture - intent to do physical harm to others.</p>				
<p>Engaging in extortion, which is using a threat (without a weapon) to get a person to turn over property. Engaging in behavior that violates school rules, policies, or other laws.</p>					
<p>Engaging in persistent threats or extortion.</p>					
<p>Tobacco²⁹ 204</p>	<p>Using/possessing tobacco/e-cigarettes</p>				
<p>Trespassing 804</p>	<p>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.)</p>				
<p>Truancy³⁰ 103</p>	<p>Being absent from school without an excused reason.</p>				
<p>Being truant³¹</p>					

25. School staff should refer students to appropriate counseling.

26. Elementary school students who are late should not be given any punitive or exclusionary consequences, but parent/guardians should be notified.

27. 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, the student's age, the student's purpose in taking the property, whether the behavior is persistent/habitual.

28. Schools should conduct a threat assessment.

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

30. Elementary school students with unexcused absences should not be given any punitive or exclusionary consequences, but parents/guardians should be notified.

31. A student is "truant" if he/she is unlawfully absent from school for more than 8 days in any quarter, 15 days in any semester, or 20 days in a school year. Truant students should be referred to a "system of active intervention" for truant students, which each county board is required to develop. MD Code Ann., Education §7-355 (amended, effective October 1, 2013). This would include referral to District Court and Truancy Court.