Introduction

Frederick County Public Schools (FCPS) strives to create safe, positive, healthy, and inviting school climates that foster respect, responsibility, trustworthiness, fairness, caring, and good citizenship. It is the responsibility of administrators, staff, and parents/families working together to teach students the behavior, social, and emotional skills needed to be successful in schools and in life. School is a safe place to learn, to make mistakes, and to explore new ideas. Students learn to collaborate, develop empathy for others, manage and express their emotions and behaviors in healthy ways, and take responsibility for their actions. Skills including self-awareness, self-discipline, social-awareness, cultural competency, developing positive relationships, and responsible decision-making are taught in various ways throughout a student’s FCPS academic career.

The FCPS Board of Education Policy 403 Student Discipline provides a philosophy of behavior intervention that is rehabilitative, restorative, and educational. Discipline is to be fair and equitable. Behavioral expectations and consequences are to be clearly communicated and implemented consistently in alignment with the FCPS Student Code of Conduct. FCPS Board Policies 117 Anti Racism, 443 Creating Welcoming and Affirming Schools for Transgender and Gender Nonconforming Students, and 444 Educational Equity and Excellence further affirm the expectations of student discipline in order to ensure equitable access to educational opportunities for all FCPS students.

The FCPS Student Code of Conduct provides a framework to foster positive behavior in alignment with the school system’s core mission of demonstrating excellence in the following goal areas:

- Organizational Culture of Achievement
- Operational Excellence
- Safety & Wellbeing
- stakeholder Engagement
- Student & Staff Experience

All students are expected to demonstrate behavior in alignment with the expectations contained in this document. Parents/guardians are encouraged to read and reinforce the expectations with their children. Questions or comments about the handbook should be directed to your school’s principal or to the FCPS Student Services Department at (301) 644-5238.

Philosophy of Discipline

The Frederick County Board of Education Policy 403 and Regulation 403-01 Student Discipline set forth the expectation that all schools will have a safe, positive, healthy, and inviting environment, which fosters respect, responsibility, trustworthiness, fairness, caring, and good citizenship.

Each school is expected to cultivate student engagement, celebrate student achievement, and proactively develop and maintain positive school cultures that prevent misbehavior.

Schools are communities in which positive behavior is expected, modeled, and learned best within an environment of mutual respect and dignity. In order to grow into healthy, productive adults, students require respectful learning environments where each person is valued and is trusted to contribute positively to the creation and maintenance of the community.

When that community is disrupted, FCPS educators and administrators seek to understand, acknowledge, and address the underlying causes of the disruption. Students are afforded opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted.

FCPS utilizes a multi-tiered system of support for students, which includes a continuum of instructional strategies and behavior interventions to support the teaching and learning process. Staff receive training on how to implement positive behavior support to maximize students’ availability for learning. When a disciplinary approach is necessary, administrators apply progressive discipline (escalating consequences for patterns of inappropriate behavior which have persisted, despite less intensive consequences) whenever appropriate.
Student Expectations

Through the implementation of the FCPS Multi-tiered Systems of Support Framework, students are informed and taught appropriate behavioral expectations for school, school-sponsored events, and FCPS-sponsored transportation.

FCPS believes that when students are provided with clear expectations and are regularly acknowledged for appropriate behavior, they are less likely to demonstrate misbehavior.

Students are expected to:

- Come to school everyday on time and ready to learn.
- Engage in all learning experiences.
- Complete independent learning experiences and submit assignments in a timely manner.
- Give their best effort and persist in their work.
- Seek clarification, when needed, to understand the expectations for grading and attendance.
- Set personal goals and be aware of their academic progress.
- Ask questions and actively seek assistance from teachers and other school staff when they need support.
- Build positive and supportive relationships with students and staff, demonstrating the acceptance of differences, with regards to, but not limited to, ability (cognitive, social-emotional, and physical), age, ethnicity, family structure, gender, gender identity, language, nationality, national origin, race, religion, sexual orientation, and socioeconomics.
- Practice self-care strategies and seek support when needed.
- Be knowledgeable about school behavioral expectations and available resources.
- Recognize how their actions affect other students and school staff and, if harm occurs, engage in the process to restore relationships.
- Avoid participating in any behavior or activity that intentionally or unintentionally causes harm to self or others.
- Contribute to a positive classroom community where all students are able to learn in a supportive, safe, and welcoming environment.
- Seek and participate in opportunities to express values, opinions, beliefs, and perspectives in a respectful and civil manner.

Staff Responsibilities

FCPS staff work to create a safe, positive, healthy, and inviting school environment for all students and adults that is conducive to teaching and learning. They serve as the caring adults in schools, who play an important role in building strong relationships with students to enhance social and emotional competencies and decrease their likelihood of engaging in disruptive behaviors.

Parent/Guardian Responsibilities

Parents serve as their child’s first and most important teacher, and this responsibility continues throughout the rest of their life. As a result, parents/guardians should continue to talk with their children about appropriate conduct at school and help their children be active participants in creating and promoting a positive, supportive, safe, and welcoming school environment that is conducive to teaching and learning.

Parents/guardians are responsible to:

- Support their child’s attendance and engagement in all learning experiences.
- Create a learning environment at home to support their child’s academic and social-emotional learning.
- Encourage and reinforce the importance of their child building positive relationships by valuing and respecting diversity.
- Support their child in learning and using self-care strategies to help achieve their goals and maintain well-being.
- Establish regular communication with their child’s teachers to clarify learning expectations and support academic and social-emotional progress.
- Encourage their child to seek assistance and support from FCPS staff and advocate for them when necessary.
- Be active in their child’s educational growth by participating in family activities that support learning and well-being outside of the school setting.
- Send their child to school prepared and ready to learn and, upon returning home, encourage them to complete homework and other school assignments.
- Review Schoology for student progress reports to monitor attendance and academic progress.
- Be knowledgeable about FCPS policies, regulations, and available resources to support their child.
- Reinforce lessons learned from disciplinary consequences.
- Reimburse FCPS for any financial obligations incurred by their child in school. This includes lost books, FCPS digital devices, damage to property, etc.

Multi-Tiered Systems of Support

FCPS uses a continuum of instructional strategies and behavior intervention responses to support the teaching and learning process. There are three tiers:

Tier 1: Universal Supports

Tier 1 supports serve as the foundation for behavior and academics, and are provided for ALL students, including those also receiving interventions from Tier 2 or Tier 3. Tier 1 supports are intended to help students develop the skills they need to succeed at school.

Tier 2: Targeted Intervention

Tier 2 supports are individualized approaches to developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student’s need and develop an individualized support plan. Student plans often include goals related to both academics as well as behavioral support. (Center for PBIS, 2022)

Restorative Practices

Building on FCPS’s commitment to equity, FCPS is continuing to work to embed equity, restorative practices, and trauma-informed care and rehabilitation as part of our schools’ culture, climate, and expectations.

Restorative Practices is a continuum of relationship-focused processes that include preventative, prescriptive, and responsive measures for both staff and students. These practices help to create a sense of, and a commitment to, community that helps to prevent and address conflict and wrongdoing, as follows:

- Focus on the harm caused by wrongdoing more than the rule or law that was broken.
- Empower those who have been harmed, and demonstrate equal concern for their needs within the discipline process.
- Support individuals who have harmed others, while encouraging them to take personal responsibility for their actions and understand, accept, and fulfill their obligation to repair the harm that has occurred.
- Encourage collaboration and reintegration, rather than punishment and isolation.
- Involve individuals who have harmed others in the decision making around consequences; and
- Anticipate and address situations that may challenge a school community, such as physical conflict or re-entry of members into the community who have been apart for disciplinary reasons.

Community Partners Support

FCPS proudly partners with many organizations to make a sustainable impact on student success and the mission of the school system. Across the district, we have community partners in our schools that provide their time, resources, and/or financial support. We believe that partnerships are an integral component to school and student success.

Tier 3: Intensive, Individualized Interventions

Tier 3 supports are the most intensive interventions and take an individualized approach of developing and carrying out interventions. At this level, schools typically rely on formal assessments to determine a student’s need and develop an individualized support plan. Student plans often include goals related to both academics as well as behavioral support. (Center for PBIS, 2022)
Elementary, middle and high schools are encouraged to use restorative approaches to build community, resolve conflict, and restore relationships. All stakeholders in a community, including students, staff, parents, and community benefit from restorative practices.

NOTE: There may be instances when Restorative Practices are not appropriate as a response to certain behaviors. This may be the case when incidents of bullying or hate-based speech occur.

During these instances, school staff has been trained on effectively addressing incidents when a student demonstrates perceived power over another and it would not be appropriate to have a targeted student in conversation with an officer.

**Application of the Student Code of Conduct and Levels of Response**

The behavior interventions/consequences apply to students at all times while they are on FCPS property or attending a FCPS-sponsored event. FCPS property is defined as any school or other FCPS facility, including grounds owned or operated by FCPS, and FCPS-sponsored transportation. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the principal reasonably believes that the conduct threatens the health or safety of students or staff in the school setting, or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

Discipline is intended to teach and motivate students to demonstrate appropriate behavior. FCPS utilizes progressive discipline (escalating consequences for patterns of inappropriate behavior which have persisted despite less intensive consequences) whenever appropriate. Frederick County Public Schools embraces progressive discipline as a framework to respond to and resolve student discipline matters. Progressive discipline is designed to aid students in correcting their misconduct, and it encourages students to be responsible citizens of the school community.

Progressive discipline should promote positive student behavior, state unacceptable behavior, and establish clear and fair discipline responses for unacceptable behavior. Disciplinary responses are administered in proportion to the severity of the unacceptable behavior, its impact on the school environment, the student’s age and grade level, the student’s previous discipline history, and other relevant factors.

The school discipline process should include appropriate consideration of support processes to help students resolve issues that may be contributing to violations to the student code of conduct. These resources may include, but are not limited to, the student support team, positive behavioral supports, restorative practices, counseling with the school counselor, school social worker intervention, behavior, attendance and academic contracts and plans, peer mediation, and prevention programs (See FCPS Multi-Tiered Systems of Support).

**Levels of Response**

The FCPS Student Code of Conduct provides levels of response based on specific rule violations. Consequences can be tailored to address individual circumstances; therefore, the examples below may be listed in more than one level.

**Level 1:** Documented Staff-Led Responses to Minor Behavior

- **Teacher Intervention/Response**
  - Verbal warning
  - Parent contact
  - Nonverbal cues for redirection
  - Give clear and concise directions
  - Modify expectation if accommodation is needed
  - Revisit, clarify, and reinforce expectations/agreements
  - Problem solving process
  - Use positive reinforcement for expected behavior
  - Reflection time and journaling (written or recorded)

- **Administrator Directed Supports/Responses to Major Behavior**
  - Classroom cool-down area
  - Partner with another teacher for short-term reflection
  - Restorative conversations
  - Teacher/student conference
  - Teacher/student/parent conference
  - Teacher/student/counselor conference
  - Teacher assigned and supervised detention
  - Student choice of pre-selected consequences
  - Teacher referral to alternative learning location

**Level 2:** Administrator Directed Supports/Responses to Major Behavior

**Chronic minor behavior may result in an office referral for major behavior. A referral may be completed for chronic level one behavior that has not been successfully addressed by staff utilizing level one supports. These examples responses below are designed to teach appropriate behavior so that students are respectful and 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 progressive fashion.

**NOTE:** Support staff must consult with the appropriate teacher or administrator to determine appropriate interventions/consequences. Bus drivers may assign a seat change without formal documentation.

**Teacher Intervention/Response**

These examples of documented responses by staff are designed to teach and motivate students to demonstrate appropriate behavior and provide appropriate accountability for behavioral infractions. Staff are encouraged to implement a variety of teaching and classroom management strategies and are not limited to these examples. When appropriate, staff may engage the student’s support system to ensure successful learning and consistency of response, and change the conditions that contribute to the student’s inappropriate or disruptive behavior. These responses should be used in a progressive fashion, as appropriate.

**NOTE:** Support staff must consult with the appropriate teacher or administrator to determine appropriate interventions/consequences.

**Teacher Intervention/Support:** Continued level one interventions and supports as appropriate. Interventions to support student needs should be documented.
**Level 3: Administrator Directed Supports/Responses/Removal**

These example 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, while still keeping the student in school. These responses may involve In-School Interventions (ISI) or In-School Suspensions (ISS). Such removals should be limited in duration as much as practicable without undermining its ability to adequately address the behavior. These responses should be used in a progressive fashion, as appropriate.

**Administrator Supports/Responses/Removal:** Administrative action must be documented in the student information system.

- Parent contact
- Review expectations
- Confer with item(s) of disturbance for a limited amount of time and allow student to journal reflection on expectations and why item(s) was confiscated
- Written reflection using restorative strategies
- Write or record an apology to everyone impacted by actions
- Use of cool down area/calming strategies
- Conflict resolution
- Detention assigned/managed by Administrator

**Teacher Intervention/Support:** Continued level one interventions and supports as appropriate. Interventions to support student needs should be documented.

- Referral to SST/Screening
- For students with IEPs: conduct/review Functional Behavior Assessment (FBA), and update or create a Behavior Intervention Plan (BIP)
- Temporary removal of school privileges
- In-school Intervention (Supervised Study)
- Create informal Behavior Support Plan (ISP) that addresses the function of student’s behavior, create goals(s), and progress monitor
- Assessment (FBA), and update or create a Behavior Intervention Plan (BIP)
- Assignment of school duty/job (student choice)
- Referral to counselor/behavior support
- Check-in/check-out
- Adult mentor assigned
- Restorative Conversation (trained staff and student(s))
- Administrator/teacher/student conference
- Behavioral contract
- Plan for re-entry after suspension

**Students with IEPs:**

- Referral to SST/Screening
- For students with IEPs: conduct/review Functional Behavior Assessment (FBA), and update or create a Behavior Intervention Plan (BIP)
- Temporary removal of school privileges
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- Create informal Behavior Support Plan (ISP) that addresses the function of student’s behavior, create goals(s), and progress monitor
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- Restorative Conversation (trained staff and student(s))
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- Behavioral contract
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**Factors Impacting Behavior Intervention and Safety Decisions**

FCPS staff shall make behavior intervention decisions using clear, developmentally-appropriate criteria, ensuring that consequences applied are proportional and consistent. In evaluating the totality of the circumstances, school staff should review the “Levels of Responses” with particular attention to the examples provided, and consider the following criteria relating to the discipline of students:

1. The student’s age/developmental maturity. Generally, suspension and expulsion are prohibited in Grades PreK–2.

2. **Note:** Under state law, there are heightened restrictions on the suspension and expulsion of PreK–2 students. Principals/designees must consult with the Supervisor of Mental Health and Psychological Services or designee to determine if there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through other interventions and supports.

3. Other serious behaviors or conditions that elevate the level of disciplinary response (incorporating the nature of any prior misconduct, the number of prior instances of misconduct, and the progressive disciplinary measures implemented for such misconduct).

4. Cultural or linguistic factors that may provide context to understand student behavior.

5. Behavioral contract

6. Other mitigating or aggravating circumstances, such as references to, or the inclusion of, hate language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. This prohibition will not be used, however, to prevent responsible discussion of such language, images, or symbols for educational purposes. Using language or displaying images and/or symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. This prohibition will not be used, however, to prevent responsible discussion of such language, images, or symbols for educational purposes. Using language or displaying images and/or symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. This prohibition will not be used, however, to prevent responsible discussion of such language, images, or symbols for educational purposes. Using language or displaying images and/or symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. This prohibition will not be used, however, to prevent responsible discussion of such language, images, or symbols for educational purposes.

**School and Workplace Safety**

The FCPS Board of Education acknowledges the extreme importance of safety and security in all locations and activities. Therefore, FCPS, in accordance with Maryland Law, has established a threat assessment and intervention process for students, staff, and other affiliated or non-affiliated individuals whose behaviors pose a threat to the safety of the school and work environment. FCPS utilizes a multi-disciplined team of qualified professionals, including but not limited to, a school mental health professional, administrators, and school resource officer or local law enforcement to conduct assessments to evaluate the level of threat and recommend appropriate responses.

**Level 4 - Level 5:**

**Administrator Directed Supports/Responses/Out-of-School Removal or Superintendent Directed Supports/Responses/Extended Out-of-School Removal**

These example responses address serious behavior while keeping the student in school or in some situations remove a student from the school environment for an extended period of time due to patterns of inappropriate behavior which have persisted despite less intensive consequences, the severity of the behavior, and/or potential implications for future harm. These responses promote safety of the school community and an environment conducive to learning by addressing destructive and dangerous behavior and should be used in a progressive fashion.

**Administrator Supports/Responses/Removal:** Administrative action must be documented in the student information system.

- Parent contact
- Out of school suspension
- Expulsion
- Consult with Director of Student Services regarding Superintendent Transfer to Alternative Program
- Restitution
- Removal of school privileges until identified criteria is met

**Teacher Intervention/Support:** Continued level one interventions and supports as appropriate. Interventions to support student needs should be documented.

- Referral to therapy
- Community service plan/project
- Reflection paper/essay
- Restorative Conversation (trained staff and student(s))
- Threat Assessment
- Assignment to another FCPS school or program
- For students with IEPs: conduct/review Functional Behavior Assessment (FBA), and update or create a Behavior Intervention Plan (BIP)
- Write or record an apology to everyone impacted by actions
- Plan for re-entry after suspension

**School and Workplace Safety**

School and workplace safety is a paramount concern for the FCPS community. The School Board of Education values the safety and security of all students, staff, and campus visitors. The School Board is committed to ensuring a safe and secure learning environment for all members of the school community. The school shall have policies and procedures in place to address situations that may pose a threat to the safety and security of the school community. These policies and procedures shall be developed in consultation with local law enforcement and emergency management agencies. The school shall conduct regular drills and exercises to prepare students, staff, and visitors for potential emergencies. The school shall ensure that all school staff and visitors are aware of these policies and procedures and are trained in their use. The school shall provide a safe and secure environment for all members of the school community.

**Search and Seizure**

School administrators may make a reasonable search of a student (including, but not limited to: electronic devices, backpacks, purses, clothing) on school premises or during a school-sponsored trip if the school has a reasonable belief that the student has in their possession an item, the possession of which is a criminal offense under the laws of this state, or a violation of any other state law or a rule or FCPS policy or regulation. All searches must be justified from the reasonable suspicion and the scope must be reasonably related to the circumstances which gave rise to it.

**Non-Suspension Consequences**

FCPS staff work to help each student understand school rules and how their misconduct may affect others. When a minor violation of the Student Code of Conduct happens, there are a variety of responses that staff may enforce:

- Retract desired behavior
- Restructure classroom practices based upon needs
- Address social skills and emotional skills that may contribute to behavior

**Ranges of Consequences for Violation of the Student Code of Conduct**

- 1st offense: warning or verbal reminder
- 2nd offense: detention or in-school suspension
- 3rd offense: out-of-school suspension

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that the student’s return to school would pose an imminent threat to complete the process the student shall be allowed to return to school day of the initial suspension. If additional time is necessary, the Superintendent or his/her designee shall promptly make a thorough investigation of the matter. Included in this investigation is a hearing with the student and their parent or guardian. If, after the investigation, the Superintendent or his/her designee finds that an extended suspension or expulsion is warranted, the student or the student’s parent or guardian may appeal the decision to the FCPS Board of Education within 10 calendar days after the determination in accordance with FCPS Board Policy.

Suspension and Expulsion of Students with Disabilities

Federal law sets forth the due process rights of students with disabilities who are recommended for suspension or expulsion. For additional information, please read the specific laws, policies, and regulations referenced within this document. Board policies and FCPS regulations are available at www.fcps.edu/boc/policies.

Rights to Continued Access to Instruction

Absences from school due to suspensions are considered excused absences. Maryland law requires that students who are suspended or expelled be provided the opportunity to keep on track with classroom work, as is reasonably possible, as follows:

1. Each student suspended or expelled who is not placed in out-of-school suspension will have the opportunity to make-up work in the event of any other excused absence.
2. Students who are suspended will have the opportunity to complete the academic work they missed during the suspension period without penalty. Schools will provide all students who receive short-term suspensions and their parents/guardians with the contact information for a staff member who will be responsible for ensuring that this requirement is met. All other aspects of the process for a suspended student receiving missed assignments, completing missed assignments, and making up tests shall be identical to each school’s established policy and practice for make-up work in the event of any other excused absence.

Extended Suspension/Expulsion

Principals may recommend suspensions for more than 10 days to the Superintendent for chronic or very serious behavioral violations of the FCPS Student Code of Conduct. Upon the receipt of a written report from a principal requesting an extended suspension or expulsion, the Superintendent or his/her designee shall promptly make a thorough investigation of the matter. Included in this investigation is a hearing with the student and their parent or guardian. If, after the investigation, the Superintendent or his/her designee finds that an extended suspension or expulsion is warranted, the Superintendent or his/her designee shall promptly notify the parent or guardian in writing.

The Extended Suspension Process will be completed by the tenth school day of the initial suspension. If additional time is necessary to complete the process, the student shall be allowed to return to school, unless the Superintendent or his/her designee determines that the student’s return to school would pose an imminent threat of serious harm to other students or staff.

Student Behavior Intervention Matrix

The behavior intervention levels described in the Student Behavior Intervention Matrix should be utilized as follows:

- In choosing one or more interventions or behavior intervention for inappropriate or disruptive behavior, school staff should locate that behavior on the matrix.
- Possible interventions include, but are not limited to, cited examples.

- On the first instance of any inappropriate or disruptive behavior, school staff shall first consider one or more interventions or disciplinary responses from the lowest level indicated on the matrix for that behavior (or one or more interventions or disciplinary responses from a lower level).
- If the same behavior is repeated during the same school year, school staff should consider utilizing one or more interventions or disciplinary responses from the next highest level indicated on the matrix for that behavior, or any lower level.
- Staff is encouraged to implement several lower-level interventions before proceeding to higher levels that may involve disciplinary responses that remove the student from the classroom.
- If principals determine that there are unique or exceptional circumstances, or an imminent threat of serious harm.
- To students or staff, that warrant an intervention or disciplinary response at a level that is above the highest level or below the lowest level indicated on the matrix, principals must consult with the appropriate School Administration and Instructional Leadership (SAIL) Director and Director of Student Services prior to taking action.

The Superintendent and Board of Education will address unresolved issues only after they have been explored by the sequence of school personnel. When communicating by letter, fax or email, please send your correspondence only to the appropriate individual in the sequence. Please see Policy 105 and the Departments section of this website for contact information.

Short and Long-Term Suspension

Principals may suspend a student for cause for not more than (10) school days (any student in the school who is under the direction of the principal in accordance with approved disciplinary guidelines). During suspension from school, the student may not participate in teams, clubs, and other school-sponsored activities, and should not be on any FCPS property.

When a student is suspended, the student or the student’s parent or guardian shall promptly be given a conference with the principal and any other appropriate personnel during the suspension period.

At or before the conference, the student shall receive oral or written notice of the charges against him or her. If the student denies the charges, the student has the right to an explanation of the evidence supporting the charges and an opportunity to present the student’s side of the story. A student whose presence in school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be removed immediately from school, if the notice and conference required by this subsection is provided as soon as possible.

NOTE: In the case of students with disabilities, additional disciplinary procedures must be implemented in accordance with federal and state regulations.

Extended Suspension/Expulsion

Principals may recommend suspensions for more than 10 days to the Superintendent for chronic or very serious behavioral violations of the FCPS Student Code of Conduct. Upon the receipt of a written report from a principal requesting an extended suspension or expulsion, the Superintendent or his/her designee shall promptly make a thorough investigation of the matter. Included in this investigation is a hearing with the student and their parent or guardian. If, after the investigation, the Superintendent or his/her designee finds that an extended suspension or expulsion is warranted, the Superintendent or his/her designee shall promptly notify the parent or guardian in writing.

The Extended Suspension Process will be completed by the tenth school day of the initial suspension. If additional time is necessary to complete the process, the student shall be allowed to return to school, unless the Superintendent or his/her designee determines that the student’s return to school would pose an imminent threat of serious harm to other students or staff.
### FCPS Student Discipline Matrix

Lowest level consequences should be considered first, followed by progressively more intensive consequences based on severity, age and repetition of behavior.

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
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</thead>
<tbody>
<tr>
<td><strong>Behaviors that Violate the FCPS Code of Conduct</strong></td>
<td><strong>Academic Dishonesty:</strong> Academic dishonesty which can be addressed through developmentally appropriate teaching or staff-led consequences.</td>
<td><strong>Alcohol:</strong> Possession, use or showing evidence of use, sale, or distribution of any alcoholic substances. (201)</td>
<td><strong>Arson/Fire:</strong> Attempting to set fire to a building or other school property. (501)</td>
<td><strong>Attack on Adult:</strong> Intentionally shoving, pushing, or otherwise engaging in behavior that distracts from the learning environment (e.g., talking out of turn, throwing items, horseplay, sending incendiary texts/social media messages, disrupting a fire drill). (704)</td>
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<tr>
<td><strong>Bus Conduct:</strong> Minor bus conduct violation resulting in bus driver/staff suspension, or in-school detention.</td>
<td><strong>Destruction of Property:</strong> Engaging in behavior that unintentionally causes minor damage to property belonging to the school or others.</td>
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<tr>
<td>Documented staff-led supports/responses to minor incidents, may include written apology, student conference, parent/guardian contact, class restorative circle, referral to behavior support/mentoring program, Saturday School, removal from extracurricular activities, in-school suspension/bus suspension for bus incidents (up to 5 days).</td>
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<td><strong>Disruption:</strong> Students engage in low intensity, inappropriate, disruption to learning.</td>
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<td><strong>Driving/Parking Violation:</strong> Minor driving/parking violation addressed by staff on duty.</td>
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<td><strong>Dress Code Violation:</strong> Students wear clothing that is near, but not within, the county dress code policy. (706)</td>
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<td><strong>Failure to attend a class or school activity after arriving at school without an excused reason. (101 - ISS Only)</strong></td>
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<td><strong>Accompanied by school personnel during the school day, which can be addressed by staff on duty.</strong></td>
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<tr>
<td><strong>FCPS Student Discipline Matrix</strong></td>
<td><strong>Level 1</strong></td>
<td><strong>Level 2</strong></td>
<td><strong>Level 3</strong></td>
<td><strong>Level 4</strong></td>
</tr>
<tr>
<td><strong>Dishonesty</strong>/ <strong>Cheating:</strong> Academic dishonesty through cheating, copying, forging signature of teacher and/or parent/legal guardian, plagiarizing, altering records, or assisting another in such actions. (801)</td>
<td><strong>Disrespect:</strong> Making intentional and harmful gestures, verbal or written comments, or symbols to others (e.g., verbal put-downs, cursing, talking back); being insubordinate (repeatedly or persistently dis respectful; in defiance of authority). (701)</td>
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<tr>
<td><strong>Driving/Parking Violation:</strong> Minor driving/parking violation addressed by staff on duty.</td>
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<tr>
<td><strong>Bus Conduct:</strong> Minor bus conduct violation resulting in bus driver/staff suspension, or in-school detention.</td>
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<tr>
<td><strong>Documented staff-led supports/responses to minor incidents, may include written apology, student conference, parent/guardian contact, class restorative circle, referral to behavior support/mentoring program, Saturday School, removal from extracurricular activities, in-school suspension/bus suspension for bus incidents (up to 5 days).</strong></td>
<td><strong>Dishonesty:</strong> Communicating information that is untrue, including falsely identifying oneself. (701)</td>
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<tr>
<td><strong>Drugs</strong></td>
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<tr>
<td>Controlled Substances</td>
<td>Possession, use or showing evidence of use, sale, or distribution of controlled dangerous substances including prescription drugs, over-the-counter medicines, look-alike drugs, and substances represented as controlled substances or drug paraphernalia (unless documentation is on file that student may self-carry). (203)</td>
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<tr>
<td>Inhalants</td>
<td>Possession, use or showing evidence of use, sale, or distribution of any inhalants or other intoxicants. (202)</td>
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<tr>
<td>Possesses or Uses Illegal Drugs (Students with Disabilities ONLY)</td>
<td>Illegal drugs are defined as a Controlled Substance but not to include a substance that is legally possessed, used under the supervision of a licensed health-care professional, or used under any authority of the Controlled Substance Act or under any other provision of federal law. (892)</td>
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<tr>
<td><strong>Explosives</strong></td>
<td>Controlled Substance means a drug or other substance identified under the schedules of controlled substances in 21 U.S.C. §812; 21 C.F.R. pt. 1308. (891)</td>
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<tr>
<td><strong>Extortion</strong></td>
<td>Using a threat (without a weapon) to get a person to turn over property. (406)</td>
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<tr>
<td><strong>False Alarm/Bomb Threat</strong></td>
<td>Initiating, by any means, a warning of a fire or other catastrophe without cause (such as pulling a fire alarm, misuse of 911, making a bomb threat, or threatening a school shooting). Discharging a fire extinguisher. (Should conduct a threat assessment when warranted.) (502)</td>
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<tr>
<td><strong>Fighting</strong></td>
<td>Intentional mutual physical aggression in which both parties have contributed to the situation by verbal and/or physical action. (405)</td>
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<tr>
<td><strong>Foul Language/Inappropriate Language/Profanity</strong></td>
<td>Using non-chronic and low intensity inappropriate language.</td>
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<tr>
<td><strong>Gang Affiliation Display</strong></td>
<td>Student communicates affiliation with a gang using gesture, dress, and/or speech - but complies with staff direction to cease behavior.</td>
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<td><strong>Hateful Speech</strong></td>
<td>Inappropriate/hateful terms/slurs that insult a person or a group based on ability, ethnicity, family structure, gender identity, gender expression, language, national origin, nationality, race, religion, sexual orientation, and socioeconomic status. (701)</td>
<td>Using inappropriate/hateful terms/slurs that are intended to insult a person or a group based on ability, ethnicity, family structure, gender identity, gender expression, language, national origin, nationality, race, religion, sexual orientation, and socioeconomic status. (701)</td>
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</tr>
<tr>
<td><strong>Hazing</strong></td>
<td>Failure of the parent or guardian to abide by health regulations regarding immunization schedules, or failure to provide evidence of appropriate immunizations. (COMAR 10.06.04.03) (001)</td>
<td>For the purpose of initiation or acceptance into a student group or activity - any action taken or situation created that causes or is reasonably likely to cause harassment, physical, emotional, or mental harm, extreme embarrassment, ridicule, or loss of dignity. (704)</td>
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</tr>
<tr>
<td><strong>Immunizations</strong></td>
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<tr>
<td><strong>Inappropriate Display of Affection</strong></td>
<td>Engaging in welcomed but inappropriate verbal and/or physical gestures/contact of a sexual nature and complies with staff direction to cease behavior.</td>
<td>Chronically engaging in welcomed but inappropriate verbal and/or physical gestures/contact of a sexual nature. (701)</td>
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</tr>
<tr>
<td><strong>Inappropriate Use of Personal Electronics</strong></td>
<td>Misuse of any electronic device which is carried, worn, or transported by a student to receive or communicate messages. See FCPS Regulation 400-18 (802)</td>
<td>Chronic, disruptive, or inappropriate use of any electronic device which is carried, worn, or transported by a student to receive or communicate messages. See FCPS Regulation 400-18 (802)</td>
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</tr>
<tr>
<td><strong>Leaving School Without Authorization</strong></td>
<td>Leaving school campus without following proper procedures. (781)</td>
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<tr>
<td><strong>Other</strong></td>
<td>Engaging in problem behavior not otherwise defined. This behavior must be clearly described when reporting it.</td>
<td>Engaging in problem behavior not otherwise defined. This behavior must be clearly described in the discipline referral.</td>
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<tr>
<td><strong>Out of Assigned Area</strong></td>
<td>Being in an area that is outside of an expected location, and complies with staff direction to return.</td>
<td>Being in an area that is outside of an expected location and refuses to follow staff directions. Chronic or repeated behavior of this kind.</td>
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<tr>
<td><strong>Personal Health</strong></td>
<td>Conditions that present a clear and direct health risk to others. Examples: pertussis, active, untreated tuberculosis, or measles. Determination for exclusion is made by a health officer and carried out by the principal or other appropriate school official. (COMAR 10.06.01.06) (002)</td>
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<tr>
<td><strong>Physical Contact</strong></td>
<td>Engaging in non-chronic inappropriate physical contact (ex. horseplay).</td>
<td>Engaging in actions involving physical contact (with body or objects) where unintentional injury may result. (704)</td>
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<tr>
<td><strong>Serious Bodily Injury</strong></td>
<td>Intentionally misbehaving in a way that causes serious bodily injury (with or without intent to do so). Serious bodily injury is defined as: (a) Causing bodily injury which involves (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. (401)</td>
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</tr>
<tr>
<td><strong>Sexual Activity</strong></td>
<td>Engaging in inappropriate behavior of a sexual nature, including indecent exposure, consensual sex, inappropriate texts of a sexual nature, and other sexual activity not identified as sexual assault or harassment. Contact law enforcement when investigating photos or videos of a sexual nature. (103)</td>
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<tr>
<td><strong>Sexual Attack</strong></td>
<td>Intentionally engaging in behavior towards a student or school system employee that is physically, sexually aggressive. (601)</td>
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<tr>
<td><strong>Sexual Harassment</strong></td>
<td>Engaging in unwelcome sexual advances, requests for sexual favors, other inappropriate verbal, written, or physical conduct of a sexual nature, directed toward others. (602)</td>
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</tr>
<tr>
<td><strong>Student/Student Conflict</strong></td>
<td>Engaging in inappropriate confrontational behavior of a low intensity. (examples include: conflicts involving vulgar language, mutual threats, hostile argumentative exchange, physical contact).</td>
<td>Engaging in inappropriate confrontational behavior of a high intensity (examples include: conflicts involving vulgar language, mutual threats, hostile argumentative exchange, physical contact).</td>
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</tr>
<tr>
<td><strong>Suspension Alternative Not Completed</strong></td>
<td>Failing to complete assigned Suspension alternative such as Saturday School, Restorative Conference, In-School Intervention, or substance abuse referral. (701)</td>
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<tr>
<td><strong>Tardy to Class</strong></td>
<td>Arriving at class after the scheduled start of the class period.</td>
<td>Arriving excessively late to class or repeated tardiness to class without an approved reason. (102 - ISS Only)</td>
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<tr>
<td><strong>Tardy to School</strong></td>
<td>Repeatedly arriving late to school, without an excused reason. (102 - ISS Only)</td>
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<tr>
<td><strong>Teasing/Taunting</strong></td>
<td>Expressing disrespectful or school inappropriate messages (written, verbal, or gestural) to another person. Same as Minor, but requiring administrative action due to intensity or chronic nature.</td>
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</tr>
<tr>
<td><strong>Technology Violation</strong></td>
<td>Minor or non-disruptive inappropriate use of electronic devices. Engaging in the inappropriate use of technology as defined in the acceptable use regulation 400-73. (702)</td>
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</tr>
<tr>
<td><strong>Theft</strong></td>
<td>Taking or obtaining property of another without permission and/or knowledge of the owner. (803)</td>
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</tr>
<tr>
<td><strong>Threat to Adult</strong></td>
<td>Expressing orally, in writing (can be electronic), or by gesture the intent to do physical harm to an employee of the school system or another adult, when there is a nexus to school. Threat can be implicit or explicit. See Regulation 100-11. (403)</td>
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<tr>
<td><strong>Threat to Student</strong></td>
<td>Expressing orally, in writing (can be electronic), or by gesture the intent to do physical harm to a student, when there is a nexus to school. Threats can be implicit or explicit. See Regulation 100-11. (404)</td>
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</tr>
<tr>
<td><strong>Tobacco</strong></td>
<td>Possession, use, sale, or distribution of tobacco products, products containing nicotine, nicotine replacement products, or vaping devices. (204)</td>
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</tr>
<tr>
<td><strong>Trespassing</strong></td>
<td>Unauthorized presence on school property, including while on suspension. See Annotated Code of MD § 26-102. (804)</td>
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<tr>
<td><strong>Truancy</strong></td>
<td>Being absent from school for at least a half of a school day, without an excused reason. (103 - ISS Only)</td>
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</tr>
<tr>
<td><strong>Unsafe Behavior</strong></td>
<td>Any minor action/ careless behavior that poses potential danger to self or others, not otherwise defined in other disciplinary offenses.</td>
<td>Any action that poses potential danger to self or others, not otherwise defined in other disciplinary offenses.</td>
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</tbody>
</table>
### Important Topics to Discuss with Your Child

This section covers topics that parents/guardians frequently ask about. These topics are intended to help you and your child have a better understanding of expectations for conduct that will contribute to a positive and rewarding learning experience.

#### Attendance

Parents are encouraged to notify the school on the day your child is absent. An absence for any portion of the day, for any reason, is presumed to be unlawful unless a note stating the reason is submitted and approved by the principal/designee within the same term of the absence. Students have the right to make up classwork missed and to have this work reviewed and evaluated by the teacher. Students have the responsibility to request and complete missed work within the term of the absence.

- Absences considered lawful and therefore excused, as described in the Public School Laws and Code of Bylaws of the Maryland State Board of Education, are:
  - Illness of the student (doctor’s verification may be required)
  - Death in the immediate family
  - Court summons
  - Hazardous weather condition
  - Work or activity accepted by the school authorities
  - Suspension
  - Observance of religious holiday
  - Lack of authorized transportation
  - Health exclusion
  - Other emergency (judgment of Superintendent or designee)
  - State of Emergency

At the elementary level, unlawful absences in excess of 5 days in any 9-week grading period may result in an unsatisfactory mark in grades Kindergarten (K)-1 and a failing grade in grades 2-5 in any 9-week grading period. At the secondary (middle and high school) level, unlawful absences in excess of 5 days in any 9-week grading period may result in a failing grade in the affected class(es). A secondary student un lawfully absent in excess of 10 days for a semester course or in excess of 20 days for a year-long course may fail/lose credit in the affected class(es). Unsatisfactory academic progress may result in non-promotion of a student. A note from a doctor, dentist, court official or counselor may be required for all absences beyond 10 days.

High school students who are in danger of failing or who have failed/lost credit due to unlawful absences may earn days back with an approved plan by the principal.

A student is considered “absent” if the student is not physically present on school grounds or is participating in approved instruction or instruction-related activities at an approved off-grounds location for less than 10% of the school day. Information is also available in Student Attendance Regulation No. 400-98.

#### Bullying, Harassment or Intimidation

Children need a trusted adult to turn to when they feel bullied, harassed or intimidated. It is important that your child is encouraged to contact their school counselor, administrator or teacher to report bullying because it may not stop without help.

If your child feels uncomfortable reporting bullying and harassing behaviors, parents are encouraged to report it to FCPS staff.

To report bullying, use the FCPS bullying, harassment and intimidation online form.

If bullying happens outside of school, families can call:

- 211 for community resource information
- Law enforcement if threats or physical harm occur

Learn more about bullying, harassment, and intimidation in the FCPS Prevent Bullying brochure, found at www.fcps.org under STOP Bullying, Harassment, or Intimidation. Information is also available in Bullying – Harassment – Intimidation Complaints Process for Students Regulation No. 400-48.

### Bus Conduct

School bus safety is a shared responsibility that depends upon the cooperation of students, parents, drivers, and school officials. Bus transportation is an extension of the school day. FCPS will not tolerate students preventing drivers from doing their job or preventing other students from having safe transportation. Video cameras on buses record images and sound, enabling FCPS to document behavior that infringes on others. These cameras and recordings are kept secure by authorized FCPS personnel.

#### Bus Safety

- Ride assigned bus only, unless written permission is provided by a school administrator to temporarily ride another bus.
- Follow the driver’s instructions the first time they are given.
- Stay in your seat at all times.
- Keep hands, arms, feet, legs, and property inside the bus and to yourself, and keep your voice low.
- No eating, smoking, drinking, or vulgar language.
- Do not block the aisles or exits.
- Only those large items that can be held safely on your lap, placed on the window side of the seat beside you, or placed on the floor between your feet may be brought onto the bus. Items that are sharp-edged, glass, or subject to spillage are not allowed. Animals (except approved service animals), skateboards, and scooters are not permitted.

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<tbody>
<tr>
<td>Level 1</td>
<td>Possession of a firearm as defined in 18 US.C.921 of the federal code. Examples include bandguns, rifles, shotguns, and bombs. Refer to the federal code for the complete definition. Contact law enforcement for all incidents. Requires recommendation for expulsion for calendar year. (exceptions may be considered by the Superintendent/designee). (301)</td>
</tr>
<tr>
<td>Level 2</td>
<td>Possession of any gun, of any kind, loaded or unloaded, operable or inoperable. This may include any object that is a look-alike of a gun or firearm (e.g., B-B guns, pellet guns, water guns) unless it is approved as part of the curriculum or educational program (e.g., ROTC, band). (302)</td>
</tr>
<tr>
<td>Level 3</td>
<td>May include a weapon, device, instrument, material, or substance (animate or inanimate), that is used for, or is readily capable of, causing death or serious bodily injury. Weapon does not include a pocket knife with a blade less than 2 1/2 inches in length. (See 18 U.S.C. §921; §930) (COMAR 13A.08.01.12-1) (School should conduct a threat assessment.) (893)</td>
</tr>
<tr>
<td>Level 4</td>
<td>High school students who are in danger of failing or who have failed/lost credit due to unlawful absences may earn days back with an approved plan by the principal. A student is considered “absent” if the student is not physically present on school grounds or is participating in approved instruction or instruction-related activities at an approved off-grounds location for less than 10% of the school day. Information is also available in Student Attendance Regulation No. 400-98.</td>
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- Stay in your seat at all times.
- Keep hands, arms, feet, legs, and property inside the bus and to yourself, and keep your voice low.
- No eating, smoking, drinking, or vulgar language.
- Do not block the aisles or exits.
- Only those large items that can be held safely on your lap, placed on the window side of the seat beside you, or placed on the floor between your feet may be brought onto the bus. Items that are sharp-edged, glass, or subject to spillage are not allowed. Animals (except approved service animals), skateboards, and scooters are not permitted.
Digital citizenship refers to the responsible use of social media and other online tools. Staying safe on social media is just as important for students as it is for adults. FCPS encourages parents and guardians to discuss with their children often the appropriate uses of digital tools, their safe use, and your expectation for how much time they are online each day. The following checklist of digital citizenship habits is a good tool for helping parents/guardians talk with their child about how to be a good digital citizen as they begin to curate a positive and effective digital footprint:

- Discuss the importance of developing and maintaining a strong digital footprint and identity.
- Encourage a healthy balance of media use and well-being.
- Promote:
  - Think before you post.
  - Avoid oversharing.
  - Protect your privacy.
  - Allow parental access to all digital tools
  - Protect and change your passwords regularly.
  - Check where your information comes from.
- Discuss the dangers of cyberbullying, digital drama, and the use of Hate Speech.
- If your child does see something dangerous or threatening on social media, encourage them to Report it, Don’t Repost it.
- Report illegal activity and poor behavior that makes school unsafe to a teacher, administrator, and the police.

Dress Code

FCPS expects students’ right to express themselves in the way they select their personal attire. It is important, however, that, if their appearance disrupts the mission of the school system to provide a safe, productive, and positive learning environment, FCPS staff may take disciplinary action in accordance with FCPS Regulation 403-01 Student Discipline.

Clothing and accessories should not:
- Be unduly revealing.
- Promote illegal or violent conduct
- Display obscene, libelous, sexually-offensive, vulgar, or discriminatory words/language or images
- Display derogatory expressions or language demeaning an identifiable person or group, such as ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class.
- Contain threats or gang symbols
- Conceal weapons or other illegal items such as drugs (outwear jackets, etc.) and items that may be used as weapons (metal belts, chains attached to wallets/keys, etc.). Students may be asked to keep such items in their assigned locker.
- Include the wearing of headgear, except in the provison detailed in Dress Code for Students Policy 439

Hateful Speech

It is expected that students refrain from using hateful speech/slurs that are either individual or a group based on ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation, or social class. FCPS staff work hard to curb taunting and teasing by setting high expectations for students to interact in a positive and respectful manner, creating learning opportunities to raise both awareness and empathy about the harm done by the use of hateful speech/slurs, and by addressing individual students who use this language in a school setting. It is expected that students report all incidents of hate speech to appropriate staff. Our message is “Hate Has No Home in FCPS.”

Medications/Treatments at School

Students are encouraged to take any needed medications outside of the school day. When medication must be administered at school, the parent/guardian must provide a written order from the student’s healthcare provider for all prescriptions and over-the-counter medications.

Medications must be transported by an adult and provided to school health staff in the pharmacy bottle, correctly and completely labeled. Over the counter medications must be in the original, unopened container. Medications sent in envelopes, plastic bags, or daily reminder containers cannot be administered. Students may bring and apply over-the-counter sunscreen without a written order.

All treatments require a written order from a healthcare provider: Problems that school health staff with any questions concerning the administration of medications and/or treatments.

Plagiarism/Academic Dishonesty

It is expected that students only take credit for the work that is their own. Deliberately copying or using the direct work of others, including that of artificial intelligence large language models (LLM), such as ChatGPT, is considered academic dishonesty, cheating, plagiarism, or forgery. Students are prohibited from sharing work or discussing assessments with others, unless given permission by FCPS staff. As students use photos or other media online, they need to be aware of copyright law and the appropriate ways to use original work responsibly with fair use. When anyone uses someone else’s photo, video, music, or other original work from the internet, it is important that credit is given to the original creator of the material. Just like you would not want someone to use your hard work and claim it as their own, people who have material posted online deserve the same respect and recognition. Follow the guidance in this video when using material you find online.

LLMs are developed to use natural language processing to create human-like conversations. These language models are designed to respond to questions and compose various written content, including articles, social media posts, essays, code and emails. If and when a teacher authorizes the use of this type of application for use in assignments or classroom discussions, the use of LLM technologies must be cited.

Public Displays of Affection and Aesthetic Misconduct

FCPS recognizes that genuine feelings of affection may exist between two students. However, students shall refrain from all Public Displays of Affection (PDA) while on campus or while attending and/or participating in a school-related activity. Students are prohibited from taking actions such as unwelcome conduct or a sexual nature that creates an intimidating, hostile, or offensive environment.

Threats

FCPS is committed to promoting a culture of safety, wellness, and civility for students and staff, and fully complies with Maryland law to ensure FCPS provides a safe and secure environment. To this end, FCPS takes all threats against students, staff, and property seriously. Students must refrain from making threatening statements, whether or not they have intent to harm. FCPS works closely with local law enforcement to investigate all viable threats that are reported, administer appropriate school discipline, provide necessary and needed support for all who are involved, and seek criminal charges when appropriate.

We remind parents, guardians, and caregivers of the importance of having their child discuss all unsettling social media situations with a trusted adult. If they bear a rumor, they should discuss it with you, their school administrator, a trusted staff member, and/or the police. Report it, do not repost it. Under no circumstances will we tolerate any behavior, whether direct or indirect, that threatens the well-being of our students, staff, and community. It is important to note that we will consult local law enforcement if fear and concern by threatening the well-being of our students, staff, and community.

We encourage all students and parents to review Grace’s Law 2.0, which increases penalties for cyber assaults on victims 18 years and younger. The law carries a misdemeanor penalty of up to 10 years in prison or up to $10,000 in fines.

If you have questions or need to report a threat, please contact the school’s administration, law enforcement, and/or use the FCPS, School Safety and Security, and In-Service Training page. In addition, you may report school-related threats online by visiting the Safe Schools Maryland Tip Line (www.safeschoolsmd.org) – a tool for proactively addressing harmful situations and helping students as needed.

FCPS Student Code of Conduct

Students who do not comply with these expected behaviors, as well as others not listed here, may receive disciplinary consequences in accordance with the FCPS Student Discipline Matrix located in the FCPS Parent Handbook and Student Code of Conduct.

Visitors to School

FCPS welcomes visitors to our schools. To limit interruptions and distractions to teaching and learning, and to maximize safety for all, visitors should be aware of the following procedures:

- All visitors are expected to enter a school building at the main entrance unless otherwise directed to enter another entrance for events or special events.
- Visitors should push the call button located near the front door, look into the camera, and be prepared to state their name and purpose for visiting.
Upon entering a school, visitors are expected to walk directly into the front office, be checked in and out by the front office staff using the visitor management system, and provide a valid I.D. upon request.

A visitor’s sticker will be given to visitors following the above procedures and must be worn and prominently visible while on school grounds.

Any visitor, in the school or on the grounds while school is in session, that is unsupervised and/or without a visitor sticker, will be escorted by staff directly to the front office.

Anyone who is not currently a registered student or a staff member at the school, acting in a manner that disrupts or disturbs the normal educational functions or activities, may be considered trespassing. This includes entering a school building or grounds without reporting to the front office or entering school-sponsored events through an unauthorized entrance. Trespassers are subject to sanctions which may include no trespassing orders issued by a school administrator and/or law enforcement.

Media representatives must receive approval from a school administrator to interview, photograph, or videotape students before proceeding to the activity they are covering. A school administrator may limit or refuse visitor access to school property to ensure student or employee safety, confidentiality, or to minimize interruption.

I. Basic Philosophy
A. Students are individuals with rights guaranteed by the Bill of Rights and the due process amendment of the U.S. Constitution.
B. The school is not a shelter from the law; students must obey local, state, and federal laws within the school.
C. For every right, students should accept a related responsibility.
D. Constitutional rights do not allow behavior which will create unhealthy or unsafe conditions within the school or disrupt the normal school process.
E. Authority must exist for rights to be guaranteed. The control and supervision of the classroom rests with the teacher; the control and supervision of the building rests with the principal.
F. The procedures developed to implement the items in the document will differ among the school communities in Frederick County.
G. Assuring students their citizenship rights within schools will result in student understanding of the process as well as the content of our democratic society.
H. A procedure is necessary to assure rights.
I. This document is not intended to reduce the recognized legal rights of parents.

II. Implementation
A. The Superintendent shall ensure that the document entitled Student Rights and Responsibilities is annually distributed to students and is available to the school community, administrators, staff and parents/guardians.
B. The document shall apply to all students in Frederick County Public Schools. However, in view of recognized differences in maturity among students of different ages, procedures contained herein could not uniformly apply to all students.
1. High School – The procedures should be fully implemented.
2. Middle School – In view of the great and varying degree of change in students’ maturation, flexibility in the application of procedures is needed. Effective instructional activities should precede any and all implementation.
3. Elementary School – Students should be exposed to the general ideas in the document in instructional settings. They should be introduced to the concepts of responsibilities and rights within the society at large and in the school setting.
C. The document and its implementation shall be reviewed periodically.

III. Due Process

Due process rights as they relate to student discipline are outlined in Regulation 400-04 “Suspension and Expulsion,” online at www.fcps.org/policies.

Each secondary school shall establish a procedure for consideration of student grievances.

A. A student grievance is an alleged violation of a provision of this document.
B. The grievance procedure shall be developed with substantive student participation.
C. Each school shall design a model for its review procedure. Suggested models are a panel of:
1. Students, representative of the total school population;
2. Faculty members chosen by the student body;
3. Equal number of students, faculty, and parents selected by the student body;
4. Equal number of students, faculty, and parents selected by the respective three groups.
### IV. Student Rights and Responsibilities

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
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</thead>
<tbody>
<tr>
<td><strong>IV. Student Rights and Responsibilities</strong></td>
<td><strong>Responsibilities</strong></td>
</tr>
<tr>
<td><strong>A. Academic</strong></td>
<td>1. Students have the right to be informed of the specific objectives that are expected of them before a unit of study begins.</td>
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<td>2. Students have the responsibility to understand that counseling may be beneficial to victims of discrimination.</td>
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<td>3. Students have the responsibility to know what they must do to receive a particular grade before they begin a unit of study.</td>
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<td>4. Students have the responsibility to know the specific objectives that are expected of them before a unit of study begins.</td>
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<td><strong>B. Constitutional Rights</strong></td>
<td>1. Students have the right to attend school until graduation from high school or until age 21.</td>
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<td>2. Students have the right to counsel, if subjected to any type of discrimination.</td>
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<td>3. Students have the right to be informed that FCPS has a regulation (400-439) that specifies the procedures that must be followed when bullying, harassment or intimidation occur.</td>
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<td>4. Students have the responsibility to understand that any type of discrimination will be reported to a school staff member immediately.</td>
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<td>5. Students have the responsibility to know school procedures for dealing with any type of discrimination.</td>
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<td></td>
<td>6. Students have the right to choose their manner of dress and grooming unless the manner of expression interferes with the orderliness, discipline, health, or safety of the school or the property or of other persons concerning the use of ill and obscenity.</td>
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<td></td>
<td>7. Students have the right to petition for redress of grievances.</td>
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<td>8. Students have the responsibility to return textbooks in good condition. If the textbook is not returned or is returned in a damaged condition beyond normal use expectancy, students will be informed of the replacement cost of the book.</td>
</tr>
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<td><strong>C. Student Involvement</strong></td>
<td>1. Students have the right to be assigned textbooks in good condition.</td>
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<td>3. Students have the right to be informed by the teacher of the specific objectives that are expected of the student before a type of study begins.</td>
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<td>4. Students have the right to programs designed to develop their abilities and talents.</td>
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<td>5. Students have the right to be informed by the teacher of the specific objectives that are expected of the student before a type of study begins.</td>
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<td>7. Students have the responsibility to counsel, if subjected to any type of discrimination.</td>
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<td>8. Students have the right to be informed of the replacement cost of the book.</td>
</tr>
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<td><strong>D. Constitutional Rights (Continued)</strong></td>
<td>1. Students have the right to choose their manner of dress and grooming unless the manner of expression interferes with the orderliness, discipline, health, or safety of the school or the property or of other persons concerning the use of ill and obscenity.</td>
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<td><strong>E. Search and Seizure</strong></td>
<td>1. Students have the right to petition for redress of grievances.</td>
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**Rights**

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<td>5. Right to Assemble</td>
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<tr>
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<td>Students have the right to organize and assemble.</td>
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<td>6. Dress and Symbolic Expression</td>
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<td></td>
<td>Students have the responsibility to dress and groom themselves in a manner that is safe, healthy, and non-disruptive of classroom and school procedures.</td>
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<td>7. Right to Assemble</td>
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<td>8. Search and Seizure</td>
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<td></td>
<td>Students have the right to not wear or display buttons, armbands, flags, decals, or badges of symbolic expression, unless the manner of expression interferes with the orderliness, discipline, health, or safety of the school or the property or of other persons concerning the use of ill and obscenity.</td>
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<td>9. Police Questioning on School Property</td>
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<tr>
<td></td>
<td>Students have the right not to be questioned by police on school grounds except under the conditions stated in COMAR 13A.08.01.13 and FCPS Regulation 460-50.</td>
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**C. Student Involvement**

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Student Rights and Responsibilities

Rights

C. Student Involvement (Continued)

3. Student Government
   a. All students have the right to form and maintain organized groups in accordance with school system regulations.
   (1) The school must recognize any group organized in accordance with published procedures established cooperatively by the school administration, faculty, and students.
   (2) Submission of a membership list may be a requirement for becoming or remaining recognized. However, information essential to holding a meeting during the school day shall be provided to the school administration.
   (3) An organization shall be banned after a full hearing if it has failed to abide by the terms under which it was approved, or because its activities present a clear threat to the health or safety of members of the school community.
   The administration shall seek recommendations for advisors of such organizations from the students of the organization. The appointment of the advisor shall be made by the administration.
   c. With the principal’s approval, the student groups will be allotted or allowed to raise the funds necessary to carry out their stated purposes, and shall share in the control and disbursement of those funds.
   d. Student groups will have reasonable access to the use of school facilities and shall share in determining procedures for organizational use of school facilities.

4. Student Activities
   a. The activities of organized student groups will contribute to the intellectual and social development of the students.
   (1) The group must submit to the principal a list of members designated as officers, a constitution and bylaws or written statement of purpose, and report any changes in name.
   (2) Membership must be open to all students, except where the purpose of the activity requires qualifications which directly relate to the purpose of the organization.
   (3) The organization has the responsibility to adhere to its submitted purpose(s), and if banned for not so doing, shall respect and accept this decision until the time of the hearing.
   b. The students in each organization shall utilize and work with the appointed advisor.
   c. Student groups must assume responsibility for budgeting, recording, and justifying their expenditures according to procedures agreed upon by the administration, student advisor, and students.
   d. Students must cooperate with the administration in establishing and maintaining procedures that ensure the orderly use of school facilities based on a priority of requests and the needs of the total school community.

D. Personal Counseling (Continued)

1. Students have the right to direct communication with counselors, teachers, and administrators.
2. Students have the right to confidential communication with a counselor, teacher, or administrator concerning information to overcome drug abuse.
3. No data intended for the students’ cumulative record files may be collected from the students unless they have been informed of the uses and known implications of standardized tests, and consent to the testing.
4. Students have the responsibility to cooperate with the reasonable collection of data.

Responsibilities

C. Student Involvement (Continued)

2. School Assemblies
   Students attending assemblies shall respect the rights of others in attendance and those involved in the assembly program.

3. Student Government
   a. All students shall have the opportunity for determining the organizational form through which their voice will be communicated.
   b. The duly constituted student government organization shall cooperate with the administration in selecting an advisor from the school professional staff.
   c. The student government shall have the right to meet regularly during the school day.

4. Student Activities
   a. All students are entitled to adequate, responsible, and effective representation.
   b. The administration shall seek recommendations for advisors of each organization from the school administration.
   c. The student government shall consult and work with the appointed advisor.
   d. Regular meetings of the student government shall be at intervals cooperatively arranged with the principal and teachers.

D. Personal Counseling (Continued)

5. Students must recognize that specific information must be kept in school records.
6. Students have the responsibility to obtain permission for the release of information contained in their files to outside agencies.
7. Non-applicable