



Student & Parent Handbook

2019–20



**Howard
County**
Public School System



Welcome to the 2019–20 School Year

Dear Parents and Students,

Welcome to the start of a great school year! The Howard County Public School System is committed to giving every student full access to robust instruction, enrichment opportunities, and a safe and nurturing learning environment.

This handbook is provided as a helpful resource for navigating the school year. It contains a wealth of information about school system practices, policies and services available to support and enrich learning.

Family involvement is a leading factor in academic success, and we value your collaboration in support of your child's learning. Your participation, feedback and suggestions are always welcome.

Have a great year!

Michael J. Martirano, Ed.D.
Superintendent of Schools

Frequently Called Phone Numbers

Main Switchboard 410-313-6600

Board of Education (elected body)..... 410-313-7194
Superintendent..... 410-313-6677
Food and Nutrition Services..... 410-313-7134

Hotlines: (recorded messages)

School Closing/Delay Alerts 410-313-6666
Status of School Fields/Facilities 410-313-6827
International Student and Family Services 410-313-1293
Ombudsman..... 410-313-6850
Public Information 410-313-6682
Pupil Personnel 410-313-6822
Safety, Environment and Risk Mgmt 410-313-6824
School Security 410-313-6840
Special Education Parent Liaison..... 410-313-8873
Student Reassignment..... 410-313-6997
Transportation 410-313-6821
Use of School Facilities..... 410-313-7477

The central office directory is available at www.hcpss.org.

Maryland Youth Crisis Hotline 1-800-422-0009

To report suspected **child abuse or neglect**, call Howard County's Child Protective Services: 410-872-4203
After Hours Reports (after 4:30 pm., weekends, holidays), call Police Communications: 410-313-2929.
Fax Reports: 410-313-2633

Where to Get Information

Public Information Office: 410-313-6682
publicinfo@hcpss.org

www.hcpss.org

HCPSS News email and text message alerts –
Visit www.hcpss.org/hcpss-news/ for details.

Twitter – @hcpss

Facebook – HoCoSchools

HCPSS TV – Comcast Channel 95 or Verizon Channel 42

School Emergency Closing Sources – See page 30.

PARENTS: If you do NOT want to receive community notices and flyers from non-profit organizations through backpack mail or Friday folders, simply send a note with your request to school. Please include the name and grade of your child(ren). Children at separate schools need to bring in separate notes.

If you decide to not receive community information, you will still receive communications from the school system, your local school, the PTA and important information from local, state and federal government agencies.

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School Eligibility/School System Procedures



School Eligibility Requirements

Age of Entrance

Age for admission to public schools has been established by the state. A child must be:

- Four years old by September 1 to attend prekindergarten.
- Five years old by September 1 to attend kindergarten.
- Six years old by September 1 to attend first grade.

Application for exception to the age requirement may be made through the waiver (www.hcpss.org/f/schools/kindergarten/kinder-waiver.pdf) or early admission (www.hcpss.org/enroll/early-admission/) processes.

Residency

A child is eligible to attend a Howard County public school if his/her parents or guardians are residents of Howard County. A child must attend the school in the attendance area in which he/she lives. Tuition will be charged retroactively, if, upon investigation, it is determined that a student was enrolled as a resident student, but lacked bona fide residency. If the student does not currently qualify for enrollment under Policy 9000, the student will be withdrawn. For more information, please contact the Public Information Office at 410-313-6682 or use the School Locator at www.hcpss.org.

Physical Examination Requirement

Maryland law requires a physical examination for all students entering a public school for the first time. The required physical examination form is available at each school and on the HCPSS website. If you do not have a pediatrician or primary

care provider for your child, the health services staff can assist you with referral. If your child has a temporary or chronic health problem, please notify the school health assistant or nurse.

School Procedures

Attendance

By state law, children must attend school from ages 5 to 18. The Maryland State Department of Education has defined full and partial day attendance as follows:

- A student is counted present for a full day if the student is in attendance four hours or more of the school day.
- A student is counted present for half day if the student is in attendance for at least two hours of the school day, but less than four hours.
- A student scheduled for less than a full day is to be counted present based on the amount of time he/she is scheduled.

A note from the parent must be submitted to the school within two school days of the student's return, indicating the date and reason for tardiness or absence from a regular school session. A doctor's certificate is required in cases of long-term absence due to illness. A note should also be submitted to request early dismissal or exclusion from activities (e.g., physical education). Chronic absences are referred to the Department of Program Innovation and Student Well-Being. See page 21 for more information.

Before and After School Care

Before and After Care is offered at all elementary schools and some middle schools. Care is provided by the Columbia Association (410-715-3164) or the Howard County Department of Recreation and Parks (410-313-7275). The Department of Recreation and Parks also offers Can-TEEN Club, an after-school enrichment program, at several middle schools. For more information, visit www.hcpss.org/schools/bacare.shtml.

Bus Transportation

HCPSS provides bus transportation for all elementary and middle school students who live more than one mile from their assigned school, and for high school students who live more than one and one-half miles from their assigned school. Transportation services are provided for certain students with disabilities depending upon their special needs and

school assignment as determined by the IEP team.

Students are expected to be at their bus stop at least five minutes before the scheduled pickup time, to exercise safe behavior on school buses and to adhere to the following rules, which are posted on each bus:

1. Follow directions from the driver the first time they are given.
2. Stay seated in your seat at all times while the bus is in motion.
3. Keep all parts of your body inside the bus.
4. Keep hands, feet, legs, arms, personal property and your voice to yourself.
5. No eating, smoking, drinking or vulgar language at any time on the bus.

Parents are encouraged to provide supervision at the bus stop. Unsafe behavior on the bus may result in temporary or permanent loss of riding privileges.

Cameras are used on school buses. Video and audio recordings are used to assist in the investigation of complaints on school buses. For more information, please call 410-313-6732 or visit www.hcpss.org/schools/transportation/.

School Meals

Lunch and breakfast are available daily to all students at all schools. All meals served are nutritionally balanced and adhere to the USDA regulations and the Institute of Medicine (IOM) standards. School lunch menus and nutrition information are available on www.hcpss.nutrislice.com.

Parents may open a prepaid account for their child at www.myschoolbucks.com. Students each have a Personal Identification Number (PIN) and account that they will use throughout their school years. Please help your student learn his/her number. Please do not share your number with other students.

Meal charging is not encouraged. However, there may be times when a student's meal account may not have available funds to cover the meal cost. New policy guidelines have been established regarding meal charges and outstanding balances. Please make every effort to maintain a positive balance in your account. Please refer to Policy 4200 for further meal charging information.

Students from households that meet Federal Income Eligibility guidelines are

School System Procedures

eligible for free or reduced-price meals. One application may be used for all children in a household. Applications are distributed to students at the beginning of the school year. If you have not received an application, parents can obtain one from any school office or apply online at www.myschoolapps.com. Parents may also complete the application sent home on the first day of school and return it to the school, or mail it to the Food and Nutrition Service Office (address on application). Applications for free or reduced-price meal benefits are accepted anytime during the school year. All information is strictly confidential.

For more information about the Food and Nutrition Service program, visit www.hcps.org/foodservice or call 410-313-6738.

Homework Guidelines

The Howard County Public School System supports students in maintaining and extending their learning. The appropriate design, use, and evaluation of homework assignments, used to inform progress and provide opportunities for independent practice, are part of achieving that goal. Homework will be purposeful, appropriate, informative, and flexible.

- **Purposeful:** Students understand why they are completing homework. Homework is grounded in and expands upon skills and knowledge students have learned in the classroom.
- **Appropriate:** Homework should be designed so that all students can experience success in independent completion of assignments. Accommodations will be provided as outlined in students' IEPs and Section 504 Plans on homework.
- **Informative:** Homework enables parents to be included in their child's day-to-day school experiences.
- **Flexible:** Assignments can be successfully completed within timeframes that have flexible deadlines when possible.

Homework amounts for each grade:

Grades Pre-K-2

No more than 20 minutes of homework per night will be assigned. In Pre-K and Kindergarten there will be no assignments that must be submitted to the teacher.

Grades 3-5

Approximately one to four hours of homework per week is suggested for each student in Grades 3-5, with no more than

30 minutes required per night in Grade 3, 40 minutes in Grade 4, and 50 minutes in Grade 5.

Grades 6-8

Approximately five to eight hours of homework a week are suggested for each middle school student across their class schedule. Each instructor assigns an average of, at most, one hour of homework per week. There may be weeks where less homework is assigned.

Grades 9-12

An upper limit of seven to 14 hours of homework a week is suggested for each high school student. Some classes might require students to spend more or less time on homework than is typical.

All Grades

- Schools will provide information to parents on the school's homework procedures, the purpose(s) of homework, and how parents can help monitor, assist, and discuss homework. Each school will communicate this information to parents at the beginning of every school year and make this information available throughout the school year.
- Students, parents, and teachers should communicate about scheduled and actual homework completion times to ensure realistic expectations for the completion of assignments.
- Homework will be planned so students see the relationship of their homework to intended learning targets, see meaning in their assignments, have a clear understanding of the procedures and due dates, understand how their homework is evaluated, and understand how they can use feedback on homework to improve learning.
- Teachers are required to ensure that homework is accommodated as necessary in accordance with students' IEPs and Section 504 Plans. Students should not be penalized for failure to complete classwork or homework when accommodations are not provided. Universal Design for Learning (UDL) best practices should be used when assigning homework.
- All homework assignments that are graded will be returned no later than three weeks from due date with the understanding that feedback to students is more meaningful for learning the sooner it is provided. Each school's administrators will support teachers in

the development of clear guidelines for late or missing homework, as well as determine the percentage of students' grades that can be derived from homework assignments. Homework may be reviewed or evaluated as part of class activities, briefly, but class time should not be used for the completion of homework.

- Teams of teachers will discuss homework activities and projects in order to follow grade level homework duration guidelines. Canvas tools will be made available as one option to help teachers coordinate major projects and exams. Teachers will be understanding of student circumstances and should tailor homework assignments with flexible due dates when possible so that students can complete homework tasks throughout the week.
- All students may not have access to electronic communications outside their school building. Therefore, no mandatory assignments are to be given to students electronically when schools are not in session and no assignments are to be submitted when school is not in session, including during emergency closings. All homework assignments are to be given during the class period and no assignments are to be due before the next time the class meets. Technology may be available to increase efficiency and flexibility in submitting assignments, but will not be required for successful completion. All efforts will be made to give students access to school computers for the completion of assignments.
- County- and state-mandated testing is a legitimate reason for reducing homework assignments.
- There will be no mandatory homework given over the summer nor religious holidays for all grade levels, nor winter or spring breaks for students in grades Pre-K-8. Any work assigned over breaks will be voluntary and non-graded enrichment activities.
- Reading lists and additional resources will be available during breaks, as well as throughout the school year, as a service to students who want an opportunity to improve reading and mathematics skills. Families will be provided with access to resources to supplement reading and mathematics instruction for students.

For more information, visit www.hcps.org/academics/homework-guidelines/.

Students' Personal Property

HCPSS discourages students from bringing personal property to school. Students are responsible for their personal property at all times. This includes items that are relevant to instructional programs or extracurricular activities, such as personal electronic devices, musical instruments, or expensive clothing items. If students bring such items to school, they are responsible for storing them in a secure location. The school system will not be responsible for damaged, lost, or stolen items.

School staff have the right to confiscate any electronic device seen during the school day if used in unauthorized areas or at unauthorized times. They may also confiscate personal property if its possession or use on school grounds or at school events violates system policies or school rules. Staff take reasonable precautions to ensure property is secure until it is returned. Any confiscated property is returned to a student's parent after a parent conference is conducted. Substances or items that are illegal to possess, will be given to law enforcement officials or retained for disciplinary proceedings. Parents who have questions or a claim regarding lost or damaged student property should contact the Risk Management Department of the Office of Safety and Security at 410-313-6739.

Photographing, Videotaping or Audiotaping in Schools

As part of school-related activities and assignments, HCPSS students may be videotaped, audiotaped, photographed, or asked to submit videos, recordings, or photographs of themselves. In order to safeguard children's privacy and ensure parents' rights, HCPSS takes the following proactive measures regarding students' images and recordings:

- Teachers will notify parents/guardians of their intended use of videotaping, audiotaping, or photographing for school-related activities and assignments through their course homepage on Canvas. Parents/guardians should contact their child's teacher with questions about specific uses of videotaping, audiotaping, or photographing.
- Parents/guardians may request that their child not be included in media intended for public audiences by filling out the Media Release section on the Family File.

- Please note: this request does not include yearbooks or memory books. Parents may request their child not be included in the memory book or yearbook by contacting their child's school administrator.

- All parents and visitors must have the building administrator's expressed approval in order to photograph, videotape or audiotape students in school or on school grounds during the regular instructional day.

This statement does not apply to photographing, videotaping or audiotaping during extracurricular activities, such as public concerts and athletic events.

Accommodations for Religious Observance

The Board is committed to promoting respect and appreciation for religions, beliefs and customs of its diverse school population. The Board is committed to providing reasonable accommodations for religious obligations.

If a religious observance requires a student to miss all or part of a school day, parents should complete the Religious Obligation: Request for Absence form and submit the request to the principal/designee documenting the need for the absence. Requests should be submitted, whenever possible, at the beginning of the school year. Absences for religious holidays will be considered a lawful absence either for the day or any portion of the day.

A student may make up work and receive a recorded grade when an absence for religious observance is approved. This includes opportunities to make up any missed tests or assignments.

Board policies related to religious observance apply to student participation in athletic practices and games, as well as other extracurricular activities.

Students are excused from attendance at, or participation in, any extracurricular activity when their attendance or participation conflicts with their religious observance. Athletic practices and events are optional for students on any religious holiday.

School Holidays

Maryland State School Law requires that public schools be closed on the following:

- Thanksgiving Day and the day after
- Christmas Eve through January 1
- Martin Luther King, Jr. Day

- Presidents' Day
- The Friday before Easter through the Monday after Easter
- Memorial Day
- Primary and General Election Days

For more information, see Policies 9010 Attendance, and 3000 Religious Observances.

Resolving School Concerns and Disagreements

When concerns arise, parents and guardians are encouraged to direct their concerns to the persons most closely involved.

However, when an informal process fails to provide resolution, a parent may file a formal complaint to seek review at a higher administrative level. In both processes, the intent is to protect the confidentiality and preserve the dignity of everyone involved.

Level 1: Informal Process – School Level

1. The first step is to address the concern or issue with the school staff member who is most directly involved to reach a mutually agreed-upon resolution. If the concern directly involves the principal, the parent may contact the Community Superintendent.
2. If the initial attempt to resolve the issue is not satisfactory, the next step is to contact the principal or assistant principal.
 - a. The school administrator will confirm that the parent has attempted to resolve the issue with the teacher or other staff member, as appropriate, and will contact the parent within two school days with a decision or to identify additional time needed to investigate.
 - b. If the concern requires the involvement of Central Office departments, the administrator will assist the parent in accessing the appropriate office. Central Office personnel will respond to the parent within ten school days and inform the principal of the response.

Level 2: Formal Process – School Level Meeting and Documentation

1. Parents who are not satisfied with a resolution proposed by an assistant principal during the Level 1 Informal Process may address the complaint through the Level 2 Formal Process:
 - a. Complete Part I of the Formal Concern Form, accessible at www.hcps.org/formal-concern/, outlining specific concerns, and submit it to

Resolving Concerns/Elementary School/Middle School

the principal. The principal's office will schedule a meeting with the parent within 3 days.

- b. The principal will complete Part II of the Formal Concern Form to document areas of agreement and identify steps to address any unresolved issues, and will send the response to the parent within 10 school days.
 - c. If a concern cannot be resolved reasonably within 10 days, the principal may extend the time for up to 10 additional days, and will notify the parent in writing.
 - d. If the parent's request from the formal concern form is denied, the principal must also forward a copy of the formal concern form to the Community Superintendent.
2. If the parent already met with the principal during Level 1 Informal Process, then Part 1 of the Formal Concern Form can be submitted to the Community Superintendent along with documentation of the principal's decision or denial of the request.
 - a. The Community Superintendent/designee will contact the parent within 3 school days to schedule a meeting.
 3. If the parent chooses not to meet with the principal prior to completing the Level 2 Formal Process concern form, the parent should provide an explanation to the Community Superintendent.
 - a. The Community Superintendent/designee will gather information from the principal, which may delay a timely resolution.

Level 3: Formal Process – Central Office Review

1. If the issue is not resolved to the parent's satisfaction, or if it directly involves the principal, the parent may contact the appropriate area Community Superintendent to review the concern. Contact information for the Community Superintendents may be found at www.hcpss.org/contact-us/community-superintendents/.
 - a. The Community Superintendent/designee will obtain all applicable documentation from the principal. Parents may also submit applicable documentation.
 - b. After reviewing the documentation, the Community Superintendent/designee will confer with the parent, principal, and other appropriate individuals, and will document

any decisions or agreements and respond in writing to the parent within 10 school days.

2. If the parent is not satisfied with the decision of the Community Superintendent/designee, the parent may request in writing that the matter be reviewed by the Chief School Management and Instructional Leadership Officer. The Chief School Management and Instructional Leadership Officer will review the documentation and provide a written response within 15 school days.
 - a. The Chief School Management and Instructional Leadership Officer serves as the Superintendent's designee for the formal concern process, and is the last step in the formal concern process. In some matters, Board policy may include a right of appeal to the Board.

**Note: Contact the Public Information Office for information regarding the process for addressing issues specifically governed by regulation or Board of Education policy, including requests for reasonable accommodations or modifications under the Americans with Disabilities Act, special education appeals, appeals of student suspensions/expulsions or other administrative actions, equity assurance concerns or discrimination complaints, and requests for information under the Maryland Public Information Act.*

For more information regarding the formal concern process, visit: www.hcpss.org/formal-concern/.

Ombudsman

The Ombudsman serves as a neutral party to collaborate with Howard County Department of Education staff and the community. The Ombudsman may advocate for a fair process and fair administration only.

Services of the Ombudsman include:

- Confidential discussion of your concern to the extent possible.
- Review of applicable Board of Education policies and procedures.
- Referral to individuals who can help solve the problem.
- Referral to appropriate school system and community resources.

The Ombudsman is required to follow Board of Education policies and procedures, and treat all parties fairly (See Policy 2030: Ombudsman). The Ombudsman does not have the authority to change policy or force schools to take specific action.

The Ombudsman may be reached:

- At the Department of Education, 10910 Clarksville Pike, Ellicott City.
- By telephone at 410-313-6850.

If you do not speak English, an interpreter may be requested.

Elementary School Pre-K–Grade 5

Pre-K

The Pre-K program is a high-quality, early childhood instructional program. Students must be four years old by September 1, 2018 to be considered for enrollment. The curriculum supports early learning and school readiness and provides experiences that foster children's academic, social, emotional and physical development. The Maryland State Department of Education requires that the Pre-K program be made available to students who meet eligibility criteria, which include disadvantaged economic status, homelessness and foster care. For more information, visit www.hcpss.org/school/pre-k-programs/ or call 410-313-5693.

Kindergarten–Grade 5

In Kindergarten through Grade 5, students receive instruction in language arts, mathematics, science, social studies and health. Students are taught in whole and small groups designed to meet their specific instructional needs.

Elementary students also receive instruction in physical education, music, art, library/media and technology.

Middle School – Grades 6-8

The Board of Education approved a seven-period schedule across all middle schools. The Maryland College and Career-Ready Standards establish a set of shared goals and high expectations for what students should understand and be able to do in Grades Pre-K–12. The goal is to ensure all students will be well prepared for success in college and the workplace.

Middle school students take English language arts, social studies, mathematics, and science, as well as related arts classes, which include physical education and fine arts. Students may also choose to take band, orchestra, chorus, and/or a world

language (Grades 7 and 8). Some students may take additional related arts classes including technology education, family and consumer sciences (FACS), G/T research and/or seminars, innovation and inquiry reading modules, or mathematics/reading intervention seminars.

Students who successfully complete the World Language Program in middle school will receive Spanish I or French I recorded on their high school transcript. World Language study in middle school enables students to pursue world language study through the Advanced Placement level in high school. French and Spanish are available in all middle schools.

The selection of world language study is a multiyear commitment in middle school. When considering the world language option in middle school, students and parents should carefully weigh the workload of this additional class and the reduced participation in Related Arts courses.

Middle school students who take high school level courses such as algebra and/or geometry, must take and pass the appropriate high school assessment; passing scores count toward graduation requirements.



High School – Grades 9–12 Graduation Requirements

(See Policy 8030 for entire policy.)

A Maryland High School Diploma is awarded to students who fulfill minimum enrollment, credit and competency requirements, including four years of approved study beyond Grade 8. Four-year enrollment may be waived if a student is admitted to a college or another approved post-secondary program and has received prior approval from the principal.

Students must earn a minimum of 21 credits. The specified core of credits must be earned as part of the 21-credit requirement.

Students must also satisfy:

- The Career Preparation requirement
- The Student Service requirement
- The high school assessments requirement

Career Preparation Requirement

Students are given the opportunity to develop and update a four-year plan, participate in a mock interview and complete a resume acceptable for seeking employment.

High School Credit Requirements

4 credits - English

3 credits* - Mathematics

- One in Algebra/Data Analysis
- One in Geometry

Students entering high school in or prior to the 2016–17 school year:

3 credits - Science

- One in Biology
- Two that must include laboratory experience in any or all of the following areas: earth science, life science, physical science

Students entering high school in the 2017–18 school year and after:

3 credits - Science in which each credit

- Aligns to the Maryland Next Generation Science Standards
- Includes learning experiences in the disciplines of earth and space science, life science, and physical science, and
- Engages students in laboratory experiences integral to the course.

3 credits - Social Studies

- One in U.S. History
- One in Modern World History
- One in American Government

1 credit – Fine Arts

1/2 credit – Physical Education

1/2 credit – Health Education

1 credit – Technology Education (a number of designated courses will fulfill this requirement)

2–4 credits – Program Choice:

Two credits in World Language or American Sign Language or two credits in an approved Advanced Technology Program or four credits in a Career Academy (state-approved Career and Technology Education Completer program).

1–3 credits – Electives

Total 21

**Students must be enrolled in a mathematics course in each year of high school (up to a maximum of four years unless a mathematics course is needed to meet graduation requirements in additional years).*

Student Service Learning Requirement

Students shall complete one of the following programs, which include preparation, action and reflection components:

- A locally designed program in student service learning that has been approved by the State Superintendent of Schools and is usually completed in middle school.
- 75 hours of student service learning which may begin during the middle school years.

State Assessment Requirements

The Maryland State Department of Education requires four assessments for graduation. Students enrolled in Algebra I and English 10 are required to take the Maryland Comprehensive Assessment Program (MCAP) for those subject areas. Students enrolled in American Government take the Maryland High School Assessment (HSA) for Government. Students take the Maryland Integrated Science Assessment (MISA) after successfully completing high school coursework in all three main science disciplines: earth/space science, life science (biology), and physical science (chemistry and physics). Most students will take the MISA in Grade 11. See the table on page 7 for additional detail.

Career and Technology Education

The school system offers a broad range of Career Academies that prepare high school students for college and careers. Career Academies are available in the following industry areas (called clusters):

- Arts, Media and Communication
- Business, Management and Finance
- Construction and Development
- Consumer Services, Hospitality and Tourism
- Environmental, Agriculture and Natural Resources
- Health and Biosciences
- Human Resources Services
- Information Technology
- Manufacturing, Engineering and Technology
- Transportation Technologies
- Work-Based Learning (Apprenticeship Maryland and Career Research and Development)

The programs allow students to explore a wide range of career options and to apply academic and technical skills in a specific industry.

Special Schools/Support Services for Students

State Assessment Requirements		
Course		Assessment Requirement
Algebra	First time Algebra I test taker prior to the 2016–17 school year	Score for Algebra PARCC** or Algebra I HSA*
	First time Algebra I test taker during or after the 2016–17 school year	Pass Algebra I PARCC** or MCAP
English 10	First time English 10 test taker during or after the 2016–17 school year	Pass English 10 PARCC** or MCAP
Science	Completed Biology course during or prior to the 2016–17 school year	Pass Biology HSA or participate during the 2016–17 school year
	Completed Biology course after the 2016–17 school year	Score for the MISA HSA
Government	Entered Grade 9 in or after the 2013–14 school year	Pass Government HSA

* Algebra I HSA is no longer administered, as of July 20, 2015.

**Algebra 1 and English 10 PARCC are no longer administered, as of June 7, 2019.

Academy students may participate in special activities and events that provide greater awareness of the specific career area and opportunities within that area. Participating students become part of a group of students with similar interests completing courses together.

Any student may be part of a Career Academy. He/she should discuss options with the school counselor.

Some academies are located in each local high school, while others are located at the Applications and Research Lab (ARL). If the Career Academy is located at the high school, all coursework will be taught at the school. Students who participate in an academy located at the ARL will complete the academy courses at the ARL; all other academic coursework will take place at their high school. Bus transportation is provided to and from ARL.

For more information, students should contact their school counselor. Parents may call the Office of Career and Technology Education at 410-313-6629.

Special Schools Cedar Lane School

Cedar Lane School, located in Fulton, is a separate public day school for students ages 3 to 21. The staff and facility at Cedar Lane School provide services to students experiencing multiple disabilities and students experiencing autism. Families are an integral part of the program and a

resource for assisting with the instructional process, in addition to being on the educational team for their child.

Students enrolled in Cedar Lane School participate in classroom groups based on chronological age that correspond to general education students. Because of the school's advantageous setting on a campus with general education elementary, middle and high schools, students are afforded the structure and educational support provided by a separate facility, while being offered the opportunity for interaction and education with non-disabled peers.

Homewood Center

Homewood Center encompasses both the county's middle and high school alternative and special education programs. Homewood provides a highly structured, restorative, and supportive environment with lower than average student-to-teacher ratio.

Support Services for Students

Black Student Achievement Program

The HCPSS Black Student Achievement Program (BSAP) works to close opportunity and achievement gaps evident in the patterns of data between Black/African-American students and the student population at large. Over

the years, BSAP has been a valuable resource within the school system, and to Black/African-American students, their parents and the community. Through a coordinated system of services, BSAP guides Black/African-American students to develop education, career, personal, social competencies through the foundation of The Six Ps to Excellence: Proud, Prompt, Persistent, Productive, Polite and Prepared. Programs that are an integral part of the BSAP Program are:

- BSAP Achievement Liaisons
- BSAP Saturday Math Academy
- BSAP Community Based Learning Centers

For more information, visit www.hcpss.org/bsap or call 410-313-1598.

Hispanic Achievement Program

The Hispanic Achievement Program works collaboratively with central programs and schools to achieve the school system's goals as they pertain to Hispanic students, and ensure students are college and career ready at the time of graduation. The program also provides professional development for staff, facilitates the engagement of Hispanic families, develops leadership skills among Hispanic youth, and partners with community agencies. For more information, contact Elisa Montalvo, Hispanic Achievement Specialist, at elisa_montalvo@hcpss.org or 410-313-6667.

Mathematics, Engineering, Science Achievement (MESA)

MESA is a structured, Grade 3–12 precollege program that prepares students for academic and professional careers in mathematics, engineering, science and technology. The goals are to increase the number of engineers, scientists, mathematicians, and related professionals at technical and management levels, and encourage and assist minorities and females to achieve success in these fields. For more information, call 410-313-5673.

Positive Behavioral Interventions and Supports

PBIS is a research-based behavior system that uses incentives and acknowledgments to motivate students to make positive choices. Each PBIS school identifies three to five, easy to remember behavioral expectations for students, which are communicated frequently and reinforced

Support Services for Students/Special Education

with student acknowledgements. Staff members make it a point to call attention to moments when a student demonstrates desired behaviors. This positive reinforcement is for all students and also provides an excellent model for students who need extra encouragement in making appropriate choices.

PBIS programs are currently in place in most HCPSS schools, and in many other schools throughout the nation. The framework has been proven effective in fostering student engagement, academic achievement and a supportive, positive school climate.

Psychological Services

HCPSS school psychologists promote educationally- and psychologically-healthy environments for all children and adolescents by implementing research-based, effective programs that prevent academic, behavior, or social-emotional problems, enhance independence and promote optimal learning. Working directly with students, school psychologists provide mental health counseling, crisis intervention, behavioral support, assessment and other services. School psychologists also work with school staff, families and community members to provide advocacy, consultation and professional development. Your school psychologist contributes to prevention and intervention plans, such as academic support plans and/or behavioral intervention plans for students. They also participate in problem-solving teams, such as the Instructional Intervention Team described below, and schoolwide improvement teams. School psychologists work collaboratively with school teams and families to promote students' academic, behavioral and social-emotional well-being success.

Instructional Intervention Teams

Instructional Intervention Teams (IITs) throughout Howard County work with teachers to improve student outcomes using a structured problem-solving model. IITs provide a process for supporting teachers in addressing students' academic and/or behavioral skill needs. IITs work in conjunction with Student Support Teams (SSTs) and data discussions and promote collaboration, professional learning and increased efficacy among staff.

When a teacher would like support in addressing the academic or behavioral

needs of an individual student or small group, that teacher may request assistance from the school's IIT. A member of the team, trained in systematic problem solving, then collaborates with the teacher to address the concern while ensuring that the parent is made aware of the process. The focus is on identifying and targeting the student's specific skill need while facilitating instructional match. Once the gap between the student's current performance and expectations is identified, goals are set and an intervention is developed, implemented and evaluated.

Special Services

There are cases when a student may need services or support beyond IIT to succeed. Information gathered during the IIT process may indicate a need for additional support and services. If at any point a student is suspected of having an educational disability that may require special education services or a Section 504 plan, the parents are notified so they may participate fully in the process to determine the student's eligibility.

For more information about IIT, contact your child's teacher or the school psychologist at your child's school. For the name of your child's school psychologist please contact your school's front office or view the staff directory on your school's website.

Pupil Personnel Services

Pupil personnel workers (PPWs) work collaboratively with school staff, students, parents and community agencies to determine and address the factors that interfere with students' adjustment to school and academic performance. PPWs recognize that certain risk factors in the home and/or the community may adversely affect students and prevent them from achieving at their maximum potential.

PPWs provide direct intervention and case management services to students and families who are experiencing academic and/or socio-economic difficulties. PPWs provide intervention and support for students with chronic attendance problems; assist families and schools with enrollment, residency and placement issues; facilitate the enrollment of students who are homeless; and serve as advocates for families as needed. For the PPW assigned to your child's school, contact the school's front office.

School Counseling Services

School counselors implement the Howard County Core Curriculum for School Counseling, which includes goals and activities for all grade levels in the areas of academic and social/emotional development and college/career preparation. School counselors work with school staff, parents and other agencies in support of student achievement. School counselors also help students and their families cope with crisis events in their lives as they relate to academic achievement. Parents are encouraged to contact their child's school counselor for assistance if their child is experiencing difficulty coping with school, family or community issues.

Title I

Title I, Part A, is a federal program that provides financial support for identified schools to provide additional academic and social-emotional support to help children master challenging curricula and meet state standards. Title I funds support schoolwide programs, which may include additional language arts and mathematics instruction/tutoring, materials of instruction, social-emotional learning supports, and additional classroom or intervention teachers. Title I also provides programs for families at Title I schools. Professional learning opportunities are available for teachers at Title I schools. For more information, please contact the Title I Office at 410-313-7099.



Special Education and Related Services

Each child with an educational disability is entitled to a "free appropriate public education" under the federal mandates for special education. Special education is comprised of specially designed instruction to meet the unique needs of a child with a disability at no cost to parents. Students who may need special education services should be referred in writing to a school-based Individualized Educational Program (IEP) team to determine the need for evaluation. Those children whose evaluation results meet the federal and state guidelines for the identification of an educational disability are eligible to receive special education and related services.

The IEP Team, which includes the parent, is responsible for developing an IEP for the child. The IEP is a written description of the educational program, including specific goals and objectives, and accommodations, to be provided to the student.

In order for a child to benefit from specially designed instruction, additional or related services may be required. Related services include but are not limited to: assistive technology, audiology, counseling, early identification and assessment of disabilities, medical services for diagnostic and evaluation purposes, occupational therapy, orientation and mobility services, parent counseling and training, physical therapy, psychological services, recreation, rehabilitation counseling, school health services, social work services, speech-language pathology, and/or transportation. For more information, please contact your school or the Department of Special Education at 410-313-6659. Parents can also visit www.hcpss.org/special.

Child Find

The Howard County Public School System seeks to identify students ages 3 to 21 who are suspected of having a disability and may be in need of special education and related services. Parents, medical personnel and other concerned individuals may call the Child Find Program at the County Diagnostic Center, 410-313-7046, to begin the referral process for pre-school age children and students who attend private/parochial schools. Referrals for infants and toddlers, birth to three years old, who may be developmentally delayed or at risk, should be made to the Howard County Infants and Toddlers Program, 410-313-7017 or online at <https://referral.mditp.org>.

Local School Special Education

Every elementary, middle and high school provides special education services for students who are identified as eligible for service through the IEP team process. Special Education and related services are determined through the development of an IEP and are offered in the student's home school or another Howard County school when it is determined the student requires more intensive services. These services would be conducted in a school closest to the child's home school. If eligible, Extended School Year services may also be provided to meet the individual needs of each student with disability. Eligibility for

Special Education Resources for Parents

Family Support and Resource Center
410-313-7161

Maryland State Dept. of Education
Division of Special Education/
Early Intervention Services
410-767-0264

Parents Place of Maryland
410-768-9100

HCPSS Parent Liaison for Special Education
410-313-8873 (office)
443-691-0207 (mobile)

these services is determined every year by the IEP team using specific criteria outlined by the state of Maryland.

Early Intervention Services

Early Intervention provides special education and related services to children from birth to 5 and their families. The Infants and Toddlers Program delivers services to children ages birth to 36 months who are developmentally delayed or who show atypical development. Regional Early Childhood Centers (RECC) provide special education and related services to children ages three to five, not including kindergarten.

Family Support and Resource Center

The Family Support and Resource Center is designed to help families of children with special needs, ages birth to 21. Services include workshops, IEP assistance, newsletters, a lending library, facilitation of parent support groups, and service referrals. The center is open during the school year, Monday through Friday, and over the summer by appointment. The center is located at Ascend One Building, 8930 Stanford Blvd., Suite 201, Columbia, 21045.

Section 504 of the Rehabilitation Act of 1973 for Students

Howard County public schools recognizes and supports the right of all students to enjoy access to opportunities in education. Our student population is strengthened by our commitment to

embrace all learners, including those with disabilities. Section 504 of the Rehabilitation Act of 1973 guarantees that students with disabilities have the ability to access a free appropriate public education and are protected against discrimination.

Students who meet the Section 504 eligibility guidelines will have a Section 504 Plan developed for use in school. The plan specifies the nature of the impairment, the major life activity affected by the impairment, accommodations necessary to provide access based on the student's needs, and the person(s) responsible for implementing the accommodations.

Any student who may need a Section 504 accommodation plan should be referred to their school's Section 504 Team to determine the need for evaluation. Those students whose evaluation results meet the federal guidelines regarding Section 504 are eligible for a Section 504 accommodation plan.

If a parent or student is dissatisfied with decisions regarding their/their child's identification, evaluation and/or educational placement/program, they may request a:

- Section 504 review
- Section 504 impartial hearing
- Office of Civil Rights review

For more information, please contact your school or the HCPSS 504 Coordinator at 410-313-1252. Parents and students can also visit www.hcpss.org/academics/section-504.

Gifted and Talented

The HCPSS Gifted and Talented (G/T) Education Program provides accelerated and enriched services and talent development opportunities for students at the elementary, middle and high school levels. The program's talent development focus enables students to launch their own talent trajectories as they discover and build upon their individual strengths and interests.

The G/T Education Program's in-school academic offerings extend and enrich the regular school program in kindergarten through Grade 12. After-school programs

in advanced mathematics, and visual and performing arts are available to students. G/T Resource Teachers at each school instruct students in various program offerings and provide additional program information to students and their families.

For more information about the G/T program, contact the Gifted and Talented Education Program at 410-313-6800, or visit www.hcpss.org/academics/gifted-and-talented.

Alternative Education

Alternative education programs are available to students in a variety of settings. All of these programs are designed to meet the needs of students who display academic and behavioral difficulties. Through these programs, students receive academic support and instruction, behavioral change strategies and interventions, counseling, and intensive case management services. There are school-based Alternative Education programs at 14 elementary, 10 middle and 8 high schools.

Homewood Center is a countywide alternative education center for middle and high school students with significant behavioral and social-emotional difficulties. Students are referred to Homewood Center by their home schools.

The evening school program offers credit recovery and original credit courses for all high school students who are eligible or interested. There is also an educational component for students who have been suspended or administratively removed from their home school. For more information, please contact the Coordinator of Alternative Programs at 410-313-7178.

English for Speakers of Other Languages

The English for Speakers of Other Languages (ESOL) Program provides English language development instruction for English Learners (ELs) in kindergarten through Grade 12. In elementary schools, the ESOL program provides services to students through a combination of EL

specific, mixed group, and co-teaching instructional models. English Learners in Grades 6–12 participate in English language development classes and/or co-taught content classes. ESOL teachers at all levels provide direct instruction that is focused on the academic language of English language arts, mathematics, science, and social studies. ESOL programs are provided at all Howard County schools.

The ESOL program is staffed by certified ESOL teachers and ESOL paraeducators. For more information about the HCPSS ESOL Program, contact the program coordinator at 410-313-6669.

International Student and Family Services

The Office of International Student and Family Services (OISFS) builds bridges to ensure that international families and the community are engaged and supported as partners in their children's education. Our staff promotes communication between families and educators, and ensures equitable access to information and resources provided by the school system. We enhance the capacity of international families to enter and actively engage in the vibrant school system community. For more information, call 410-313-1294.

The OISFS also offers the **International Parent Leadership Program (IPLP)** to parents. IPLP is designed to increase leadership capacity of international parents to step into leadership roles in schools and communities as advocates on behalf of the system's international students. The six-week program helps international parents understand the framework of the U.S. educational system and the structure and functions of HCPSS.

International students entering the school system who need language support may register at the **International Student Registration Center (ISRC)**. Staff will assess students' English proficiency levels, evaluate transcripts and provide a brief orientation. For information, call the ISRC at 410-313-1525 (English/Spanish).

Chin, Chinese, Korean and Spanish speaking families may call the

International Call Center and leave messages in their native language.

Chin: 410-313-5968
Chinese: 410-313-5920
Spanish: 410-313-1591
Korean: 410-313-1592

Summer School

HCPSS offers a wide variety of programs for students entering Grades K–12.

Summer Institute (BSAP)

(PreK–8) – Educational opportunities are provided for students requiring extended academic support. Students will participate in review/enhancement classes in reading and math at the elementary level, and English, math and social studies at the middle school level. Grades 1–5 elective classes provide exploration experiences in science, creative arts and healthy living. Grades 5–8 feature a range of enrichment options, including technology courses, which offer new experiences with educational and entertainment software.

Comprehensive Summer School

High School (9–12) – Original and credit recovery courses are available for the diploma-bound student. Additional courses prepare incoming freshmen for high school assessed courses, while mastery courses assist students needing to pass high school assessments.

Career Academies (Grades 6–12) –

Summer camp opportunities for students interested in learning more about careers and how career areas relate to their own interests.

Gifted and Talented Summer Institute for Talent Development (Grades 1–12) –

For HCPSS students interested in advanced-level instructional/and enrichment experiences not regularly available during the school year. Students need a teacher recommendation to enroll.

HCPSS summer school programs are held between late June and early August. Program schedules may vary. For more information, visit www.hcpss.org/summer.

Assessments

Standardized Tests Given in the HCPSS

Name of Test/Time of Year	Grades Tested	Description of Test
Alternative Maryland Integrated Science Assessment (Alt-MISA) March to May	Grades 5, 8 and 11	An assessment designed for students with significant cognitive disabilities who, even with accommodations, are unable to participate in the Maryland Integrated Science Assessment. The Alt-MISA measures a student's science achievement in Grades 5, 8 and 11.
Assessing Comprehension and Communication in English state-to-state for English Language Learners (ACCESS) January to February	Grades K–12	Assesses the English Language Proficiency of English Language Learners. The test assesses a student's proficiency in five areas: General Language, Language of mathematics, science, social studies and English language arts.
Cognitive Abilities Test (CogAT) December	Grades 3 and 5	Measures verbal, quantitative and nonverbal learned reasoning abilities that have been developed through both in-school and out-of-school experiences. Results from the CogAT administration are used to enhance instructional practice and are often used to identify students for participation in gifted education programming.
Maryland High School Assessment (HSA) Government – May High School MISA – January	Grade 10 – Government HSA Grade 11 – High School MISA	End-of-course exams designed to ensure that graduates are prepared for the workplace or post-secondary education. The high school Maryland Integrated Science Assessment (MISA) tests knowledge across three major science disciplines: earth/space, life, and physical science. Both assessments are required as part of Maryland high school diploma.
Maryland Integrated Science Assessment (MISA) March	Grades 5 and 8	Measures student achievement on the Maryland Content Standards in Science in Grade 5 and Grade 8. The MISA assesses students on earth/space science, life science, and physical science topics.
Multi-State Alternate Assessment (MSAA) March to May	Grades 3–8 and 11	An assessment designed for students with significant cognitive disabilities who, even with accommodations, are unable to participate in the PARCC Assessments. The MSAA measures a student's achievement in English language arts and mathematics in Grades 3–8 and 11.
Measures of Academic Progress (MAP) Fall and Winter: Grades 3–8 Fall, Winter and Spring: Grades 1–2	Grades 1–8	A computer adaptive assessment in reading and mathematics. MAP provides growth and achievement data for each student within a school year and across grades. Test results help school staff to make student-focused, data driven decisions and to plan school improvement strategies.
Maryland Comprehensive Assessment Program (MCAP) – Math and ELA/L April to June	Grades 3–11	The English Language Arts and Literacy and Mathematics assessments are end-of-course exams. Students in grades 3–8 take corresponding grade level math and ELA/L assessments. English 10 and Algebra I students will participate in MCAP assessments to fulfill graduation requirements. Algebra II is also given as an end of course assessment to determine college and career readiness. MCAP is the Maryland designed replacement to the previous Partnership for Assessment of Readiness for College and Careers (PARCC) program.
The Maryland Comprehensive Assessment Program (MCAP) – Social Studies May to June	Grade 8	Measures student knowledge of United States History from 1763-1890.
Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) October	Grades 9, 10 and 11	Published by the College Board and the National Merit Scholarship Corporation (NMSC), PSAT provides a practice opportunity for the SAT. Juniors who participate in the PSAT/NMSQT may be eligible for college scholarships.

HCPSS Student Code of Conduct

Student Code of Conduct

The Howard County Public School System is committed to providing a safe, engaging and supportive learning environment where all policies are enforced fairly and consistently. HCPSS policies and regulations emphasize instruction and rehabilitation rather than punishment, and are designed to foster and reward appropriate behavior and keep students connected to school so they can graduate college and career ready.

The HCPSS Student Code of Conduct provides a framework to support behavioral goals and disciplinary policies. All students are expected to be aware of and abide by this Student Code of Conduct. Parents/guardians are encouraged to read the Student Code of Conduct carefully and to discuss the information with their children. Staff will follow the Student Code of Conduct when supporting students and determining consequences for violations.

Philosophical Statement

Schools should provide the instruction and support necessary to meet students' academic and behavioral needs, and identify fair, culturally informed, and developmentally appropriate behavioral expectations for all members of the school community. Educators and other adults in the school should take shared responsibility in teaching students to behave in accordance with these policies and contribute to academic success. This is achieved by applying the Code of Conduct consistently and without bias, reinforcing positive behavior, preventing misbehavior before it occurs, supporting students in overcoming challenges, and fostering and restoring positive relationships among all members of the school community.

Research shows that students are more likely to accept responsibility for their actions and the consequences of their behavior when school discipline is administered fairly, equitably and consistently. Schools must also employ applicable legal protections when enforcing discipline, and must not allow discipline to disproportionately impact specific groups of students based on race, color, creed, national origin, immigration status, religion, physical, mental, or educational disability, pregnancy, age, gender, gender expression, gender identity, genetic information, sexual orientation, marital status, veteran status or socioeconomic status. (Policy 1010)

Restorative Justice Practices

Restorative justice is a philosophy that emphasizes building relationships. Community-building is given high priority in a restorative culture. The tone and voice-levels of educators should reflect a caring and supportive environment where staff and students are educational partners. All members of the school community need to be comfortable discussing race, ethnicity, and other identifying qualities that may consciously or unconsciously impact decision-making and conflict. Students, their families, and educators have a voice in school policies and procedures, which are designed in response to student needs.

When schools embrace restorative justice, educators greet students, ensure they are invested partners in the learning community, and are regularly seen having restorative conversations as the primary response to behavior which negatively impacts community relationships. If there is a need to repair harm caused by conflict and wrongdoing, restorative justice provides an opportunity for everyone impacted by an incident to come together to address their feelings and needs, and reach a resolution that heals and restores relationships. Restorative justice practices build healthy relationships between students and staff, as well as among adults within the school community.



HCPSS Student Code of Conduct

Student Responsibilities

Students, school staff, parents, and community members share responsibility for maintaining an environment of mutual respect and dignity in the school. Students take an active role in making school a supportive, safe and welcoming place in these ways:

- Demonstrate pride in self, in the future, and in school by arriving on time, dressing appropriately and being prepared to focus on academics.
- Be respectful and courteous to fellow students, parents/guardians and school staff.
- Seek the most peaceful means of resolving conflict, and obtain the assistance of teachers, administrators, parent/guardian or school staff when unable to resolve conflicts.
- Follow school rules and policies, and contribute to a positive school climate by behaving appropriately, even when not specifically asked to do so.
- Recognize how self conduct affects other students and school staff, and make every reasonable effort to restore relationships and correct any harm caused to others in the school community.
- Seek access to and complete make-up work while out of school for disciplinary reasons.
- Promptly share any concerns or complaints with school officials and work with school staff to address any behavioral problems they or their peers are experiencing.
- If a student is not satisfied with how the school administration or staff addressed the concern, the Formal Concern Process may be used. The Formal Concern Process is outlined in the Student and Parent Handbook and on the HCPSS website.

Staff Responsibilities

Students who have meaningful relationships with caring adults in the school are less likely to engage in disruptive behavior, be absent, or drop out of school. School staff members should take the initiative in developing positive, meaningful relationships with students. When disruptive behavior does occur, school staff will use professional discretion when applying these consequences/responses and interventions in a progressive manner, to teach students appropriate behavior and correct any harm that results from their behavior.

Staff take an active role in making school a supportive, safe and welcoming place in these ways:

- Create and promote a positive, supportive, safe and welcoming school environment that is conducive to teaching and learning.
- Be respectful and courteous to students, parents/guardians and other school staff.
- Establish clear expectations for behavior, take an instructional approach to discipline, and acknowledge positive and appropriate conduct by students.
- Involve families, students and the community in fostering positive behavior and student engagement.
- Ensure that clear, developmentally appropriate and proportional consequences are applied for misbehavior as outlined in applicable discipline policies.
- Implement graduated, progressive consequences for recurring inappropriate behavior.
- Administer discipline rules fairly, consistently and equitably, regardless of race, ethnicity, culture, gender, color, national origin, immigration status, ancestry, religion, age, disability, sexual orientation and/or gender identity.



- Remove students from the classroom only as a last resort, and return students to class as soon as possible.
- Promptly notify parents/guardians if their child is suspended and if there is any investigation by law enforcement or school resource officers related to school discipline.
- Administrators and teachers make every reasonable effort to communicate with and respond to parents/guardians in a timely manner and in a way that is accessible and easily understood.
- Provide students who are suspended or expelled from school with make-up work and allow them to complete the work for credit so they do not fall behind academically.

Parent and Community Responsibilities

Parents/guardians and community members play an important role in establishing a positive school climate where students will thrive. Parents can help students and staff members promote a supportive, safe and welcoming school environment in these ways:

- Talk with their child about appropriate conduct at school.
- Be respectful and courteous to other students, fellow parents/guardians and school staff.
- Read and be familiar with school policies, regulations and rules.
- Have regular contact with school staff and make every effort to ensure that their child maintains regular school attendance.
- Be involved in conferences, hearings and other disciplinary matters concerning their child.
- Help their child access supportive groups or programs designed to improve his/her conduct, such as counseling, after-school programs, and mental health services available in the school and community.
- Promptly share any concerns or complaints with school officials and work with school staff and administrators to address any behavioral problems their child may experience.
- If a parent is not satisfied with how the school administration or staff addressed the concern, the Formal Concern Process may be used. The Formal Concern Process is outlined in the Student and Parent Handbook and on the HCPSS website.

HCPSS Student Code of Conduct

Behavior-Related Offenses and Responses

In accordance with Policy 9200 and HCPSS's focus on restorative justice, HCPSS believes that disciplinary responses should encourage responsible actions, promote the development of self-discipline and change inappropriate behavior. Discipline will be administered using a continuum model that includes conferences, detention, alternative educational settings, student reassignment, suspension or expulsion.

Factors to consider when determining the appropriate response may include patterns of behavior, impact on the school community and the overall severity of the infraction.

Offenses included in the Student Code of Conduct apply to behaviors that occur on school property, at school-related activities, or when students are otherwise subject to the authority of the Howard County Public School System (e.g., during school field trips or athletic events or while using HCPSS electronic devices or networks). Disciplinary action may be taken for off-campus incidents if the action could have an adverse effect on the order and general welfare of the schools.

In addition to the responses in the Student Code of Conduct, loss of credit for an assignment or course may be appropriate. Restitution for loss or damage may be requested and law enforcement will be involved when appropriate.

Responses for Violations of Behavior and Discipline Policies

School staff have the responsibility for taking appropriate actions when a student is involved in a situation that disrupts the learning environment of a school. When determining the consequences, they take the following into consideration:

- The severity of the incident.
- A student's previous violations and/or responses for the same or a related offense.
- If the offense interfered with the responsibility/rights/privileges/property of others.
- If the offense posed a threat to the health or safety of others.
- If the student has an Individualized Education Plan (IEP), 504 Plan, or Behavioral Intervention Plan.
- The logical relationship between the offense and the response.
- The age-appropriateness of the consequence.
- Any specific responses articulated in Board of Education Policy.

Definitions

Detention – The placement of a student in a supervised school setting outside of the student's regular course schedule.

In-school Intervention – The opportunity afforded a student, after the student is removed to an alternate location within the school, to continue to:

- Appropriately progress in the general curriculum.
- 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 COMAR 13A.05.01.
- Receive accommodations as specified in the student's 504 Plan.
- Receive instruction commensurate with the program afforded to the student in the regular classroom.
- Participate with peers as they would in their current education program to the extent appropriate.

Suspension – the denial of a student's right to attend regular classes or school for a specified period of time for cause. Suspension includes extended suspension, in school suspension, short-term suspension or long-term suspension.

- **In-School Suspension** – The removal of a student within the school building from the student's current education program to another location within the school building for up to but not more than 10 school days in a school year for disciplinary reasons as determined by the principal.
- **Short-Term Suspension** – The removal of a student from school for up to but not more than three school days for disciplinary reasons as determined by the principal.
- **Long Term Suspension** – The removal of a student from school for 4–10 school days for disciplinary reasons as determined by the principal.
- **Extended Suspension** – The removal of a student from school for 11–45 school days for disciplinary reasons as determined by the Superintendent/Designee.

Alternative Education Setting – A setting outside of the home school designed to accommodate the needs of students who have demonstrated the need for significant academic or behavioral support (Policy 9200). Alternative education settings include but are not limited to:

- **Evening School** – An interim disciplinary placement providing educational opportunities for selected middle and high school students that takes place after normal school hours.
- **Gateway Program** – An alternative education program within the Homewood Center, established for students with significant behavioral and academic difficulties whose needs cannot be met in the home school.
- **In-school Alternative Education Program** – An alternative education program within a comprehensive school that provides participating students with academic and behavioral support, opportunities to learn conflict resolution and anger management strategies, social skills instruction, intensive case management services, and enhanced family outreach and support services.

Expulsion – The exclusion of a student from the student's regular school program for 45 school days or longer as determined by the Superintendent/Designee.

In accordance with Maryland Law, students in prekindergarten, kindergarten, grade 1 and grade 2 may not be expelled from school unless required by federal law. Students in these grades may be suspended for up to five school days only if the school administration, in consultation with a school psychologist or other mental health professional, determines that there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions and supports.

Corporal Punishment – HCPSS prohibits the use of corporal punishment, which is defined as physical punishment or undue physical discomfort inflicted on the body of a student for the purpose of maintaining discipline or to enforce school rules.

Restricted Access – Limitation of a student's presence on school property.

Policies can be viewed in their entirety at www.hcpss.org/board/policies/ or requested from the Policy Office at 410-313-8954.

HCPSS Student Code of Conduct

The following examples constitute a listing of possible responses and interventions that may be used by an HCPSS staff member in responding to a student's inappropriate behavior. The responses within each level are examples and are not listed in a particular order of use.

LEVELS OF RESPONSES		
LEVEL 1	<p>Examples of Classroom, Support and Teacher-Led Responses These responses are designed to teach appropriate behavior and build and restore relationships, so students understand their impacts on others, and 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 progressive fashion.</p>	
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Positive Behavioral Interventions and Supports (e.g. check-in/check-out, behavior charts, data collection) • Parent outreach (Contact parent via telephone, note, email or text) </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Social-emotional skills instruction • Student conference with teacher • Restorative justice practices (e.g. circles, conferencing, peer mediation) • Conference with Student Services personnel • Temporary loss of privileges </td> </tr> </table>	<ul style="list-style-type: none"> • Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Positive Behavioral Interventions and Supports (e.g. check-in/check-out, behavior charts, data collection) • Parent outreach (Contact parent via telephone, note, email or text)
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LEVEL 2	<p>Examples of Classroom, Support and Removal Responses These responses are designed to teach appropriate behavior and build and restore relationships, so students behave respectfully, understand their impact on others, 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.</p>	
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • All Level 1 Responses • Parent/guardian and student conference with teacher </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Temporary removal from class • Loss of privileges/removal from extracurricular activities </td> </tr> </table>	<ul style="list-style-type: none"> • All Level 1 Responses • Parent/guardian and student conference with teacher
<ul style="list-style-type: none"> • All Level 1 Responses • Parent/guardian and student conference with teacher 	<ul style="list-style-type: none"> • Temporary removal from class • Loss of privileges/removal from extracurricular activities 	
LEVEL 3	<p>Examples of Support, Removal and Administrative Responses These responses engage the student's support system to ensure successful learning, to build and restore relationships and to alter conditions that contribute to the student's inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm while still keeping the student in school. These responses may involve the short-term removal of a student from the classroom. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior. These responses should be used in a progressive fashion.</p>	
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • All Level 1 and Level 2 Responses • Parent/guardian and student conference with administrator • Behavioral contract created with student input • School service </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • In-school intervention • Detention/Extended school day • In-school suspension </td> </tr> </table>	<ul style="list-style-type: none"> • All Level 1 and Level 2 Responses • Parent/guardian and student conference with administrator • Behavioral contract created with student input • School service
<ul style="list-style-type: none"> • All Level 1 and Level 2 Responses • Parent/guardian and student conference with administrator • Behavioral contract created with student input • School service 	<ul style="list-style-type: none"> • In-school intervention • Detention/Extended school day • In-school suspension 	
LEVEL 4	<p>Examples of Support, Removal, Administrative and Out-of-School Exclusionary Responses These responses address serious behavior while keeping the student in school, or when necessary, due to the nature of the behavior or potential implications for future harm, remove a student from the school environment. They promote safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a progressive fashion.</p>	
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • All Level 1, Level 2, and Level 3 Responses • Prompt written parent/guardian notification required • Restricted access </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Short-term suspension • Referral to Student Support Team • Request for alternative education setting </td> </tr> </table>	<ul style="list-style-type: none"> • All Level 1, Level 2, and Level 3 Responses • Prompt written parent/guardian notification required • Restricted access
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LEVEL 5	<p>Examples of Long-term Administrative, Out-of-School Exclusionary and Referral Responses (May be Administrator or District Staff-led) These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior, and should be used in a progressive fashion.</p>	
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • All Level 1, Level 2, Level 3 and Level 4 Responses • Long-term suspension • Extended suspension </td> <td style="width: 50%; border: none;"> <ul style="list-style-type: none"> • Expulsion • Recommend for further action </td> </tr> </table> <p>Prompt written parent/guardian notification/documentation required</p>	<ul style="list-style-type: none"> • All Level 1, Level 2, Level 3 and Level 4 Responses • Long-term suspension • Extended suspension
<ul style="list-style-type: none"> • All Level 1, Level 2, Level 3 and Level 4 Responses • Long-term suspension • Extended suspension 	<ul style="list-style-type: none"> • Expulsion • Recommend for further action 	

HCPSS Student Code of Conduct

LEVEL 1 Classroom, Support and Teacher-Led Responses	LEVEL 2 Classroom, Support and Removal Responses	LEVEL 3 Support, Removal and Administrative Responses	LEVEL 4 Support, Removal, Administrative and Out-of-School Exclusionary and Referral Responses	LEVEL 5 Long-term Administrative, Out-of-School Exclusionary and Referral Responses (May be Administrator or District Staff-Led)
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Offense	Definition	Range
Academic Dishonesty/Plagiarism	Academic dishonesty through cheating, copying, plagiarizing or altering records, or assisting another in such actions. Plagiarizing, such as by taking someone else's work or ideas (for students grades 6–12); forgery, such as faking a signature of a teacher or parent; or cheating. Action taken by a student that is deemed inappropriate based on information, rules, guidelines or procedures found in Policy 8120. **	Levels 1–5
Alcohol Violation	Possession or use of any alcoholic substance, including constructive possession and possession with intent to sell, deliver or distribute. (Policy 9230) **	Levels 3–5
Arson/Fire Violation	Attempting to, aiding in, or setting fire to (or in) a school building or to other school property. **	Levels 3–5
Assault and/or Battery on Staff (includes threat against and/or physical attack on staff)	Assault – Any attempt or threat to inflict harm upon another person that gives the victim a reasonable fear of physical harm. An assault may be communicated in a behavioral, oral, written, or electronic manner. Assault includes sexual assault which is unwanted sexual contact or threat. Battery – The touching of another person by the aggressor or by some substance or force put in motion by the aggressor, which is not consented to by the other person and results in a reasonable feeling of apprehension or discomfort; may be accompanied by circumstances which reflect the student's blatant disregard for the safety of employees or other persons evidenced by, but not limited to, the student's intentional conduct, disregard of directions, or the fact that the battery resulted in serious bodily harm.	Levels 3–5
Bullying, Cyberbullying, Harassment or Intimidation	Intentional conduct, including verbal, physical, or written conduct, or an intentional electronic communication that creates a hostile educational or work environment by substantially interfering with a student's or employee's educational or employment benefits, opportunities, or performance, or with their physical or psychological well-being and is: 1. A real or perceived power imbalance; or, 2. Repeated; or, 3. Motivated by an actual or a perceived personal characteristic including race, national origin, immigration status, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, family structure, or physical or mental ability or disability; or, 4. Threatening or seriously intimidating; or, 5. Occurs on school property, at a school activity or event, or on a school bus; or, 6. Sent via electronic communication; or, 7. Substantially disrupts the orderly operation of a school or workplace. (Policy 1060) This includes cyberbullying, which is harassment, humiliation, intimidation, and/or threats to others transmitted by means of any electronic device, including but not limited to the use of social media sites, telephones, cellular phones, computers, or tablets. Md. Code. Ann. Criminal Law, § 3-805 (2019)	Levels 1–5
Class Cutting	Failing to attend a class, after arrival at school, without an excused reason. Missing class for more than 20 minutes will be treated as an absence for that class (Policy 9010). Persistently failing to attend a scheduled class, after arrival at school, without excused reasons.	Levels 1–3
Destruction of Property/Vandalism	Causing accidental or intentional damage, destruction or defacement (including graffiti) to school/other's property. **	Levels 1–5
Discrimination	Conduct and/or behavior related to race, color, creed, national origin, immigration status, religion, physical, mental, or educational disability, pregnancy, age, gender, gender expression, gender identity, genetic information, sexual orientation, marital status, veteran status or socioeconomic status that creates a hostile or offensive educational environment or substantially interferes with an educational environment; or otherwise limits a student's ability to participate in or benefit from their educational program. (Policy 1010)	Levels 2–5
Disrespect	Making intentional and harmful gestures, verbal or written comments, including profane language, or symbols to others. Being insubordinate: repeatedly or persistently disrespectful in defiance of authority.	Levels 1–3
Disruption	Intentionally engaging in behavior distracting from the learning environment or school related activities including behavior that originates off campus and/or affects the safety of others. (This can include the use of technology and social media.)	Levels 1–4
Dress Code Violation	Wearing attire, including wearable technology that is disruptive to the school environment, that promotes illegal or harmful activities, or that could endanger the health or safety of that student or others during school hours and school-related activities. (Policy 9210)	Levels 1–2
Drug Violation	Possession or use of (including constructive possession and possession with the intent to sell, give, or distribute) any inhalants or other intoxicants; controlled dangerous substances including prescription drugs, over-the-counter medicines/products look-a-likes, and substances represented as controlled dangerous substances; or drug paraphernalia. (Policy 9230) **	Levels 3–5
Electronics, Computer/Communication Misuse	Any unauthorized use of computers, software, internet, network or other technology; accessing inappropriate websites; misuse of account credentials; disrupting the normal operation of a technology system. (Policy 3040, Policy 8080) **	Levels 1–5
Electronics, Personal Communication Device	Behavior not in compliance with the responsible use of the Technology Agreement policy 8080 and or Personal Communication Device guidelines laid out in the Student Handbook. Inappropriate use of any electronic device carried, worn or transported by a student to receive or communicate messages.	Levels 1–4

**Apply extended suspension and expulsion only to Grades 6–12.

HCPSS Student Code of Conduct

LEVEL 1 Classroom, Support and Teacher-Led Responses	LEVEL 2 Classroom, Support and Removal Responses	LEVEL 3 Support, Removal and Administrative Responses	LEVEL 4 Support, Removal, Administrative and Out-of-School Exclusionary and Referral Responses	LEVEL 5 Long-term Administrative, Out-of-School Exclusionary and Referral Responses (May be Administrator or District Staff-Led)
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Offense	Definition	Range
Explosives	Possession, sale, distribution, detonation or threat of detonation of an incendiary or explosive material or device. **	Levels 3–5
Extortion	The process of obtaining property from another, with or without that person’s consent, by wrongful use of force, fears or threat. **	Levels 2–5
Failure to Serve Assigned Consequences	Failure to serve detention, suspension or other assigned consequences. **	Levels 2–4
False Alarms/ Threats	Initiating a warning of a fire or other catastrophe without valid cause or discharging a fire extinguisher. Making a bomb threat or threatening a school. **	Levels 3–5
Fighting	A hostile confrontation with physical contact involving two or more persons.	Levels 1–5
Gambling	Wagering money or property.	Levels 1–4
Gang Activity	Committing, attempting to commit, or soliciting of two or more crimes; or acts by a juvenile that would be a crime if committed by an adult. (Policy 9290) **	Levels 2–5
Hazing	Participation in any intentional or reckless act directed against another for the purpose of initiation into, affiliation with, or maintenance of membership in an organization. (Policy 1060)	Levels 4–5
Indecent Exposure	Exposure of the private parts of the body in a lewd or indecent manner.	Levels 2–4
Leaving School Grounds Without Permission	Leaving school grounds during regular school hours without written or verbal permission from a parent or another emergency contact. **	Levels 3–5
Physical Attack	Unwelcome, aggressive action, with physical contact, directed at another person, student or non-student, on school grounds or at a school-related activity; or substantially disrupts the orderly operation of a school or workplace. **	Levels 3–5
Serious Bodily Injury	Causing an injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty. (Policy 9200)	Levels 3–5
Sexual Activity	Behavior of a sexual nature including public displays, consensual sexual activity, possession of pornographic materials. **	Levels 2–5
Sexual Discrimination, Sexual Harassment and Sexual Misconduct	Discriminatory and/or unwelcome behavior of a sexual nature including but not limited to sexual discrimination, sexual harassment, and sexual violence. Sexual misconduct can be committed by a person of any gender identity and it can occur between people of the same or different gender, gender identity, or gender expression. (Policy 1020) **	Levels 2–5
Stalking	A malicious course of conduct that includes approaching or pursuing another where the person intends to place, knows or reasonably should have known the conduct would place another in reasonable fear of; serious bodily injury or death; assault in any degree; sexual assault in any degree; or which might cause a third party to suffer from any of the above actions.	Levels 4–5
Tardiness	Reporting late to school or class when the day/period begins. Missing class more than 20 minutes equals one class absence. Extended tardiness may be counted as a partial or full day absence from school. (Policy 9010)	Levels 1–3
Theft	Taking or obtaining the property of another without permission or knowledge of the owner.	Levels 1–4
Threat to Students	Threatening language (verbal or written/electronic; implicit or explicit) or physical gestures directed toward another student or group of students.**	Levels 1–5
Tobacco Violation	Possession or use, or sale, of any tobacco or tobacco products, cigarette rolling papers, nicotine dispensing devices or electronic cigarette products. (Policy 1050)	Levels 3–5
Trespassing Violation	Entrance onto school property by a currently registered student at the school who has been suspended or expelled from the property or student who has been denied access to the property as a result of administrative action. (Policy 3020)	Levels 3–5
Truancy	An absence for a school day or any portion of a school day for any reason other than those cited as lawful and/or failure to bring a note written by a parent to verify a lawful absence. (Policy 9010)	Levels 1–3
Weapons Violation (Firearms, Other Guns, Other Weapons)	Possession of an object or implement capable of causing harm or used to cause harm to another. This includes all guns, knives, and any implement, visible or concealed, possessed under a circumstance that would reasonably lead a person to believe it was a weapon or would be used as a weapon. Weapons are prohibited on school property, school buses, vehicles on school property and at school-related activities. (Policy 9250) **	Levels 3–5

**Apply extended suspension and expulsion only to Grades 6–12.

High School Student Activities

High School Student Activities

Academic Eligibility for High School Extracurricular Activities

The Board of Education has established academic criteria that must be met by all high school students to participate in school-sponsored extracurricular activities. Extracurricular activities are available to students beyond the regular school day, and are voluntary and not required for the satisfactory completion of a particular class. Policy 9070 governs minimum academic eligibility for student participation in all extracurricular activities for which there is an HCPSS contracted coach/sponsor. There are no academic eligibility standards for participation in extracurricular activities when participation is required as part of a course and for clubs and activities with a sponsor not contracted by HCPSS.

For high school, a full-time student earns academic eligibility to participate in extracurricular activities, including athletics, by maintaining a 2.0 weighted grade-point average (GPA), calculated using credit or non-credit courses, with no more than one failing grade for the marking period that governs eligibility for that activity. This provision does not apply to incoming 9th grade students for fall eligibility. Incomplete grades must be converted to a letter grade to determine eligibility (Policy 8020 Grading and Reporting: High School). If a student withdraws from a course, the grades at the time of withdrawal will be used in determining academic eligibility.

Each extracurricular activity is governed by only one marking period. A student must have earned academic eligibility prior to the start of the activity as determined by the last report card. Once academic eligibility has been earned for a particular activity, the student remains academically eligible for the duration of that activity season (e.g., basketball season). Eligibility is reviewed at the end of each successive marking period for yearlong activities or activities that do not have a particular time frame.

See Policy 9070 for complete information.

A student who plans to participate in athletics and his/her parent are

Interscholastic Athletic Program

The school system offers a wide variety of athletic opportunities for high school students. The entire athletic schedule for all schools is linked from the school system website at: www.hcpss.org/athletics.

Fall

Cheerleading
Boys' Cross Country
Girls' Cross Country
Girls' Field Hockey
Football
Boys' Golf
Girls' Golf
Allied Soccer*
Boys' Soccer
Girls' Soccer
Girls' Volleyball

Winter

Boys' Basketball
Girls' Basketball
Allied Bowling*
Cheerleading
Boys' Indoor Track
Girls' Indoor Track
Wrestling

Spring

Baseball
Allied Golf*
Boys' Lacrosse
Girls' Lacrosse
Allied Softball*
Girls' Softball
Boys' Tennis
Girls' Tennis
Boys' Outdoor Track
Girls' Outdoor Track

*Allied sports is approved athletic competition between two or more high schools for students with disabilities and general education students who have never been a member of a junior varsity or varsity interscholastic athletic team.

High School Clubs

High school students are encouraged to participate in athletics, clubs or other extracurricular activities. Each high school offers many clubs to meet a wide variety of interests. Any student who wants to start a new club should speak to a staff member or guidance counselor. Every club must have a staff sponsor/advisor. Some high school clubs include:

Alpha Achievers	Impact
Animation Club	Instrumental Music (Marching, Concert, Jazz, Orchestra)
Best Buddies	International Club
BSAP African American Awareness Club	It's Academic
Chess Club	Los Leones
Color Guard	Madrigals
Computer Club	Math Club
Concert Choir	Mock Trial
Debate Team	National Art Honor Society
DECA	Peer Mediation
Drama	Robotics
Environmental Club	SHOP (Students Helping Other People)
Fellowship of Christian Athletes	Step Team
Future Business Leaders of America	Student Government Association
Future Educators of America	Tech Crew
Games Club	
Gay-Straight Alliance	

responsible for certifying the student's academic eligibility by signing a Howard County Public School System participation form prior to participation. Athletic coaches are responsible for verifying the academic eligibility of each athlete participating on their team(s) prior

to the first practice session. Contracted sponsors of other extracurricular activities are responsible for verifying the academic eligibility of each participating student prior to the first activity.



Interscholastic Athletics

Student Eligibility

Student eligibility for high school athletics is governed by State regulations, COMAR 13A.06.03. These regulations are implemented by The Maryland Public Secondary Schools Athletic Association (MPSSAA), which establishes procedures for regular season sports programs and state tournaments. In addition, each school district may adopt more restrictive rules for their own programs, including participation standards to ensure that student athletes are making satisfactory progress toward graduation, per COMAR 13A.06.03.01-02.

In general, high school students may participate in interscholastic sports upon the consent of their parents and guardians and after being found physically fit by a qualified physician. Student athletes must maintain amateur status, and may participate on teams outside schools if membership on the outside team does not conflict with participation in the school program. Participants must be registered at the MPSSAA member high school where they play. Students in Grades 9, 10, 11 and 12 may participate in interscholastic athletic contests for a maximum of four seasons in any one sport. Students 19 years old or older and high school graduates are ineligible, per COMAR 13A.06.03.02.

Equal Opportunity

Students may not be excluded on the basis of sex or disability from overall equal opportunity to participate in athletic programs, per COMAR 13A.06.03.04(A).

Violations, Penalties and Appeals

A student who violates interscholastic sports regulations will be penalized by having his or her eligibility to participate suspended. The length of the suspension is determined by the number of violations committed by the student, and for three or more violations, additional penalties may also be imposed, per COMAR 13A.06.03.05.A (2).

A student found in violation may appeal the penalty and request a hearing before the Appeals Committee of the MPSSAA. The decision of the Appeals Committee may also be taken to the State Superintendent who may, on a discretionary basis, appoint a special committee to uphold, deny or modify the appeal. The decision of the special committee is final, per COMAR 13A.06.03.05(B).

Honor Roll

A student's weighted marking period GPA is used to determine honor roll attainment. Weighted GPAs are rounded to two decimal places.

Principal's Honor Roll	Straight As
Gold Honor Roll	3.4 GPA or higher
Silver Honor Roll	3.0-3.39 GPA

In addition, to make honor roll, a student may have no more than one C and no grades of D or E.

National Honor Society

The National Honor Society offers membership to high school students who meet eligibility standards in all four areas of scholarship, leadership, service and character. High school juniors and seniors with a 3.40 weighted cumulative grade point average are given an opportunity to verify their leadership and service experiences, and school staff provide evidence of character displayed in school and extracurricular situations. A five-member faculty council evaluates the submitted information and chooses the students to whom membership in NHS is offered. To continue membership once inducted into NHS, a student must maintain the level of scholarship, leadership, service and character set by the chapter for admission.

Student Driving and Parking on School Grounds

Permission for students to drive and park vehicles on school system property is a privilege, not a right. This privilege requires that students obtain a student parking permit and attend a driver safety session with a parent and/or guardian each school year. The parking permit fee is \$15 per year. Students must comply with all school rules related to driving and parking on school property. Each school's administration has the final decision on when and how parking permits are issued. The school may revoke a parking permit at any time.

Guidelines for High School Dances

High school administrators and staff support the students' need for social interaction and opportunities to develop positive social skills. It is our intent to offer students an opportunity to enjoy a social outlet in a safe and appropriate atmosphere. In order to ensure the safety and appropriateness of that atmosphere, a group of students, parents, staff members and administrators created the following set of guidelines for students' behavior at high school dances. They are:

1. All students must purchase their own ticket to the dance during lunch shifts. No tickets will be sold at the door. Tickets are non-transferable. The Guidelines for High School Dances document must be signed in order to purchase tickets. Outside guests are only allowed at the Homecoming Dance and Prom, and their sponsoring student must complete a Guest Form when purchasing the ticket. Each student may only bring one outside guest per event. Guests may be no older than 20 years of age unless they are enrolled in a HCPSS school. Students may be asked to show identification when checking in at the dance.
2. Aside from Prom, dances are held at school for up to a three-hour period of time between the hours of 7 until 10 p.m. or 8 until 11 p.m. Students will not be admitted more than one hour after the starting time. Once students leave the dance, they may not return. Students must have arrangements to leave school property/dance location within fifteen minutes of the end of the dance. Students who fail to do so may

Policies – Student Responsibilities and Behavior

forfeit their privilege to attend future dances.

3. Students may not bring any coats, book bags, purses or other similar items into the dance. Items are to be checked at the coat check prior to entering the dance. Sponsoring groups may charge a small fee for the Coat Check as a fundraising activity. All Personal Communication Device Guidelines as contained in the Student/Parent Handbook will be in effect for school dances.
4. All HCPSS and school policies are in effect at dances, whether held on school property or at other locations. High school administrators and the sponsoring groups will work to provide staff chaperones at the ratio of one staff member chaperone for every 25 tickets sold. Failure to provide sufficient chaperones may result in the cancellation of the dance. Non-staff chaperones may observe the dance if accompanied by a staff member.
5. The sponsoring organization will provide a well-lighted dance floor and determine the level of lighting necessary to maintain a safe and acceptable atmosphere. The DJ or band providing music for the dance as well as a play list of music to be played must be approved in advance by the school administration. Dances may be videotaped by school staff.
6. Students are expected to dance in a manner that is acceptable and appropriate for a school activity. These expectations will be communicated to students and parents. Expectations include:
 - Wearing clothing that meets the county dress code (shoes must be worn at all times)
 - Keeping both feet on the floor at all times
 - Maintaining an upright, vertical position
 - Avoiding any dancing that suggests a sexual act, including “grinding” of genital areas.

Staff chaperones are the final judges of what is appropriate dancing. Any student who violates these expectations will be removed from the dance without warning. Any behavior that constitutes a violation of Policy 1020, Sexual Harassment, or Policy 1040, Safe and Supportive School

Environments, will be addressed accordingly. The student may, however, remain in the school or at the location of the event to participate in other activities, if available, at the discretion of a school administrator.

7. Administrators will communicate expectations for student conduct and supervision and safety plans to all students, staff and chaperones prior to the dance.

Policies

The following are summaries of policies related to student responsibilities and behavior. The most current copies of the policies are available at www.hcpss.org, or through the Public Information Office at 410-313-6682.

Alcohol, Other Drugs, Prescription Medication and Over the Counter Products *(Policy 9230)*

The possession, use, or distribution of alcoholic beverages and other drugs on school premises or at school-related or school-sponsored activities is prohibited. Prescription medication and over-the-counter products require written medication orders and are to be administered in accordance with school system Health Services procedures. Legal searches and seizures related to this policy may be conducted on school property. Confidentiality is guaranteed for students who seek counseling for drug or alcohol abuse problems.

For a first offense, a student found using or in possession of alcoholic beverages or other drugs will be suspended from school for not more than 10 school days and will be suspended from attendance at, participation in, and practice for, all extracurricular and school activities for no less than 10 school days. Exclusion from commencement exercises is only applicable if it occurs during the suspension from school. The student will be referred for mandatory counseling in a licensed addictions program.

A second offense results in a referral to the Superintendent/Designee for an extended suspension of 11 to 45 school days and suspension from attendance at, participation in, and practice for all extracurricular activities

for the period of suspension. Exclusion from commencement exercises is only applicable if it occurs during the suspension from school. The student will be referred for mandatory counseling in a licensed addictions program.

A third violation results in a referral to the Superintendent/Designee for a suspension of 11 to 45 school days or expulsion.

Possession or use of prescription medication or over-the-counter products in the absence of, or inconsistent with, a written medication order, will result in a suspension of not more than 10 school days for a first offense. A school administrator may consider a lesser consequence than suspension under certain circumstances.

A second offense may result in suspension from school for not more than 10 school days and from attendance at, participation in, and practice for all extracurricular and school-related activities during the course of the suspension. The student may be referred for mandatory counseling in a licensed addictions program.

A lesser consequence can be considered based on the consequence for the first offense.

A third offense may result in a suspension of 11 to 45 school days and suspension from attendance at, participation in, and practice for all extracurricular and school-related activities for the period of suspension or expulsion. The student may be referred for mandatory counseling in a licensed addictions program. Consequences for a third offense are also dependent on the consequences assigned for the first two offenses.

Students who distribute or intend to distribute alcohol or other drugs on school property will be referred to the Superintendent/Designee for a suspension of 11 to 45 school days or expulsion. If suspended, the student also will be suspended from attendance at, participation in, and practice for all extracurricular and school-related activities for the period of suspension. The student will be referred for mandatory counseling in a licensed addictions program.

A second violation results in an extended suspension of 45 days or expulsion.

A school administrator may consider a lesser consequence than suspension if the student distributes an over-the-counter

Policies – Student Responsibilities and Behavior

product that can be clearly identified. If this condition is not met, the administrator will suspend the student for not more than 45 school days.

Second or subsequent offenses result in an extended suspension of 45 school days or expulsion and suspension from attendance at, participation in, and practice for all extracurricular and school-related activities for up to 30 days. The student will be referred for mandatory counseling in a licensed addictions program.

Attendance (Policy 9010)

Regular daily attendance is vital to the continuity of classroom instruction and participation in school activities. Therefore, students are required to be in school or to be attending a school activity each day school is in session. In recognition that situations do arise that necessitate absence from school, the Board of Education allows students to be lawfully absent for a death in the family, illness, a court summons, hazardous weather as determined by the Superintendent, work release, religious obligation, declared State emergencies, suspension, or for other emergencies or set of circumstances which in the judgment of the Superintendent or designee constitutes a good and sufficient cause for absence.

Bullying, Cyberbullying, Harassment, or Intimidation

(Policy 1060)

The Board prohibits acts of bullying, cyberbullying, harassment, or intimidation because these behaviors compromise the learning environment and well-being of students, staff, and community.

Bullying may include the following specific behaviors:

- A real or perceived power imbalance.
- Repeated behaviors targeting an individual/group.
- Hitting, kicking, shoving, spitting, hair pulling or throwing something.
- Getting another person to hit or harm the student.
- Teasing, name-calling, critical remarks, or threatening, in person, by email or text message.
- Bullying by demeaning and making the target of jokes.
- Rude and/or threatening gestures.
- Intimidation, extortion or exploitation.
- Spreading rumors or harmful gossip.

- Cyberbullying.
- Hazing.

Students, parents, employees and service providers are responsible for reporting violations of this policy that occur on school property, on a school bus, or at a school-sponsored activity or event off school property. Incidents of cyberbullying occurring from a student's home that impact another student's well-being at school may also be reported.

All reports of bullying, cyberbullying, harassment and intimidation will be documented and the student making the report, or an appropriate adult, should complete and submit a Bullying, Harassment, or Intimidation Reporting Form, available on the school system website under Forms. The victim and witnesses will be informed that confidentiality cannot be insured because it is not possible to predict what will be discovered as a result of the investigation. The offender will be informed that retaliation against any victim or bystander is strictly prohibited and that progressive consequences will occur if the activity continues.

Appropriate support services will be provided to a student or staff member exhibiting bullying behaviors or to the victim or bystander. A student or staff member who violates this policy may be required to participate in appropriate counseling or intervention. Consequences range from a parent conference to expulsion.

Electronic Harassment Violation

(not part of Policy 1060)

Using a computer or portable communication device to cause another student/staff member to reasonably fear for his/her safety is prohibited. This includes engaging in conduct that would constitute sexual harassment; to disseminate data with malicious intent to psychologically torment or harass; to make any statement intended to provoke or likely provoke a third party to stalk or harass someone; building a fake profile or website; posing as someone in an electronic chat room, an electronic mail message, or an instant message; repeatedly following the student online or into an electronic chat room; posting or encouraging others to post private, personal, or sexual information pertaining to the individual on the Internet or signing up an individual for inappropriate internet sites.

Report Bullying

Incidences of alleged bullying may be reported using a printed form (available in each main school office, school counseling office, media center, and health services office or at www.hcpss.org/parents/school-culture-and-climate/report-bullying/) or through Sprigeo, an online reporting system, at <https://app.sprigeo.com/>.

Civility (Policy 1000)

The Board has set clear expectations for civil behavior that supports a safe, engaging, and supportive environment on school property and at school-related activities. Unacceptable behaviors include but are not limited to:

- Rude, insulting, or demeaning language and/or actions.
- Persistently unreasonable demands.
- Repeatedly interruptive behavior.
- Displays of temper.
- Threatening and/or abusive gestures and behavior.

Each individual is responsible for behaving in a civil manner and for cooperating in resolving incidents of uncivil behavior.

When resolution is not reached through mutual agreement, either party may cite this policy and notify the other party that they are ending the conversation or the interaction and remove themselves from the situation (for instance, ending a phone call, walking out of the room, or requesting the other individual leave the room).

Discrimination (Policy 1010)

The Board is committed to providing an educational and work environment that is free from discrimination, fosters equitable opportunities, and values diversity and commonality. To that end, the Board prohibits discrimination on the basis of race, color, creed, national origin, immigration status, religion, physical, mental, or educational disability, pregnancy, age, gender, gender expression, gender identity, genetic information, sexual orientation, marital status, veteran status or socioeconomic status in the educational program, including co-curricular and extracurricular activities, and in the workplace.

Policies – Student Responsibilities and Behavior

Furthermore, the Board recognizes its responsibility to promote the worth and dignity of all individuals through curriculum, instruction, professional development, and resource selection. Employees and third parties share responsibility for the health, safety, and general welfare of students and for contributing to an environment free from discrimination.

It is a violation of this policy for any student, employee, or third party to engage in acts of discrimination in schools, school system offices, or at school-related activities. It is a violation of this policy to engage in retaliation with regard to allegations of discrimination. Violations of this policy are cumulative; subsequent offenses may affect the nature and severity of the consequences.

Gangs, Gang Activity, and Similar Destructive or Delinquent Group Behavior *(Policy 9290)*

The Board prohibits any gang activity and any similar destructive or delinquent group behavior on school property, on school buses or at school-sponsored functions. This includes reprisal or retaliation against individuals who report gang activity or individuals who are victims, witnesses, bystanders or have reliable information about gang activity.

All suspected violations of this policy will be investigated by school administration. Violations of this policy are cumulative; subsequent offenses may affect the nature and severity of the consequences.

Whenever a report of ongoing or threatened gang-related violence appears accurate and reliable, law enforcement officials will be contacted. Students who violate this policy may be referred to law enforcement officials and may be subject to criminal or other legal action.

Grading and Reporting

(Policies 8010 and 8020)

The Board of Education is committed to ensuring that all students meet or exceed rigorous performance standards. Accordingly, grading and achievement information must be determined in a consistent manner and regularly reported to students and their parents. Grading and promotion within the school system is based on the degree of success the individual student has achieved in the

educational program. Decisions regarding promotion, retention and acceleration are made based on a student's performance and academic progress over the entire school year.

The grading system for kindergarten through Grade 8 includes evaluation, effort, and instructional codes and/or comments. When the performance of any K–8 student is below grade level, the teacher, with appropriate participation of parents, will develop strategies and apply appropriate interventions to assist the student.

The decision to retain or accelerate a student is based on a number of factors, which are listed in the policy.

An elementary student who is not performing on grade level in reading and mathematics will automatically be considered for retention.

Middle school students must meet the following requirements or automatically be considered for retention. To pass from one grade to the next, a middle student must pass all courses and receive a final grade of not lower than "C" in English, social studies, reading, mathematics and science. A student who does not meet this requirement may be recommended to attend summer school. Any student below grade level in reading and/or mathematics at the end of eighth grade will be required to participate in appropriate interventions.

In high school, a 5-letter grading system is used to indicate the achievement of each student in relation to attainment of course objectives. No plus or minus signs are used for official records. The following factors are used in determining level of achievement:

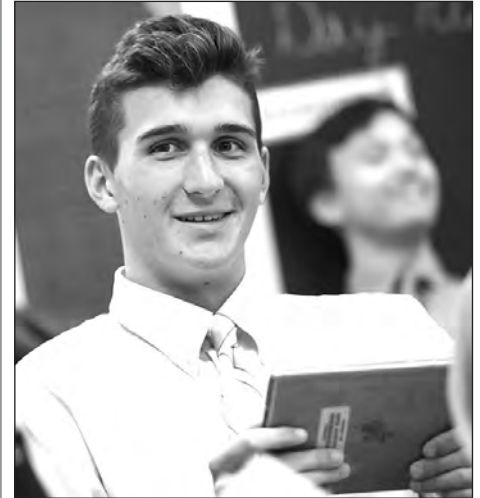
- Competence
- Assignments and preparation
- Participation
- Daily classroom work habits

Note: High school midterm and final examinations may not be taken before the scheduled dates, under any circumstances.

Weighted GPA will be used for academic eligibility for extracurricular activities, National Honor Society, honor roll, and any other activity requiring the reporting of a grade point average.

School staff will communicate with students and parents on a regular basis the level

of academic performance in the essential curriculum (Grades K–8) or in relation to attainment of course objectives (Grades 9–12) as measured by county, teacher-made and other assessments, and by teacher observations via individual conferences, progress reports and report cards.



Responsible Use of Technology and Social Media *(Policy 8080)*

Students must act in a responsible, civil, ethical and appropriate manner when using technology for HCPSS-sanctioned activities. Students may not reveal personally identifiable information (e.g., home phone numbers, addresses or social security numbers) except in specific circumstances where such information is required to complete academic assignments. In such circumstances, prior written consent from the parent or legal guardian of the student is required.

To ensure student safety and acceptable standards of technology use, all students will be given instruction on the responsible use of technology and social media.

Students will access only those network resources for which they have obtained permission, using the account assigned to them.

Students will not create, access, share, download, store or print content that:

- Depicts profanity, obscenity, the use of weapons, terrorism, or violence.
- Promotes use of tobacco, drugs, alcohol, or other illegal or harmful products.
- Contains sexually suggestive messages.
- Is sexually explicit or obscene.

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- Depicts gang affiliation.
- Contains language or symbols that demean an identifiable person or group or otherwise infringe on the rights of others.
- Causes or is likely to cause a disruption to school activities or the orderly operation of the school.
- Contains rude, disrespectful or discourteous expressions inconsistent with civil discourse or behavior.
- Constitutes bullying, cyberbullying, harassment or intimidation in violation of Policy 1040 Safe and Supportive

Schools, or Policy 1060 Bullying, Cyberbullying, Harassment, or Intimidation.

If a student, while using HCPSS-sanctioned technology or social media, discovers that another student may be the target of bullying, stalking or other harmful behavior, the student must report the findings to a teacher or administrator. The school system reserves the right to enable or disable interactive features on social media to remove content that is inconsistent with the stated purpose,

mission, and guidelines posted for the use of social media. The school system may access, monitor, archive, audit, purge or disclose the public contents of material that is created, stored or accessed through personal social media when possible and permitted by law.

Failure by any student to comply with this policy will result in the temporary or permanent termination of technology access privileges, in addition to any applicable disciplinary action or financial obligation.

Personal Technology Device Guidelines

HCPSS permits students to bring personal technology devices to school for instructional or personal use.

All device use in school for instructional or personal use will be at the discretion of school administrators who will work with their staff to set and manage expectations for personally-owned technology use in classrooms and public spaces during the school day.

- At the elementary school level, school administrators and staff may require that personal technology devices remain in students' backpacks during the school day.
- At the middle and high school levels, school administrators and staff may establish rules specific for their school for personal technology use during class transitions, lunch and special events.

Students, with parent/guardian permission, assume full responsibility for their devices including safety, security and maintenance.

Student Expectations

- Use technology in a responsible, civil, ethical and appropriate manner to enhance learning.
- Comply with all applicable laws, the Student and Parent Handbook, Student Code of Conduct, all class and school rules, and relevant HCPSS policies, including policies 1040, 2070, 9020. Any violation or disruption to instructional and educational activities may result in disciplinary action.
- Turn off or put away devices when requested by staff at any time during the school day.
- Connect to the HCPSS-Wireless network for internet access.
- Do not use personal devices during instructional time or in bathrooms or locker rooms.
- Abstain from online bullying or harassing behavior.
- Do not allow technology to interfere with student work, cause disruptions to the school or work environment, or result in additional costs to HCPSS.

Parent/Guardian Expectations

- Help your child understand the expectations and policies guiding student devices at school.
- Monitor your child's online and social media behavior, at school and at home.
- Collaborate with school administrators when concerns arise regarding possible misuse of technology devices.
- Understand that you are not required to provide your child with a device for instructional use, as technology will be provided when needed.

Student Access to Digital Tools

Throughout the school year, your child will have access to a number of educational digital tools for instruction and HCPSS sanctioned activities. HCPSS has contracted with several essential digital tools and online service providers that comply with student privacy laws, such as Canvas, Google Apps for Education, and eTexts. These digital tools provide teachers and students a variety of ways to engage in the teaching and learning process. Some of the digital tools will enable students and teachers to enter and share digital content. While using these services, students will learn about safe and effective positive digital citizen practices for interacting online.

Additional authorized supplemental digital tools or online services may be used to enhance instruction. Supplementary digital tools are only authorized if the vendor's terms of service and privacy policy are consistent with federal and state student data privacy protections. To learn more about HCPSS authorized digital educational tools and link to their terms of service and privacy policy, please visit: www.hcpss.org/digital-tools. Each teacher's Canvas course page will reflect the supplemental digital tools being used by the class. If there is a specific supplementary digital tool that you do not want your child to use, please contact your child's teacher or the school administrator.

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Safe and Supportive Schools

(Policy 1040)

The Board of Education is committed to providing a safe, engaging and supportive school climate. Behaviors that compromise this commitment, interfere with school operations, or are otherwise contrary to the basic mission of public schools will not be tolerated.

Any behaviors that interfere with or threaten the physical, emotional, mental or academic well-being of students or employees will be addressed through the application of the appropriate Board policy and the HCPSS Student Code of Conduct, even when they do not occur on school property or at a school-related activity.

Students, employees and third parties engaging in these behaviors are subject to disciplinary and/or legal action. Students who violate this policy may also be subject to appropriate educational interventions and/or counseling.

Sexual Discrimination, Sexual Harassment, and Sexual Misconduct

(Policy 1020)

The Board of Education of Howard County is committed to providing an educational and work environment that is free from sexual discrimination, sexual harassment, and sexual misconduct. To that end, the Board of Education prohibits discrimination on the basis of sex, sexual orientation, gender identity and/or gender expression in its educational program, co-curricular and extracurricular activities, and in the workplace, as required by law.

Students, employees and third parties share responsibility for maintaining a school and work environment that is free from sexual discrimination, sexual harassment and sexual misconduct. Employees, students and third parties may be subject to disciplinary action or consequences for inappropriate behavior including that of a sexual nature, even when the behavior does not rise to the level of sexual discrimination as defined by prevailing federal and state laws.

It is a violation of this policy for any student, employee or third party to engage in sexual discrimination or to engage in retaliation with regard to complaints of sexual discrimination.

Sexual discrimination is any act or omission due to an individual's actual or perceived sex, sexual orientation, gender, gender identity or gender expression that creates an intimidating, hostile, or offensive working or educational environment; or substantially interferes with an individual's ability to work or learn, or otherwise is sufficiently severe enough to limit an individual's employment opportunities, or to limit a student's ability to participate in and benefit from the educational program.

Sexual harassment is a form of sexual discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature. Examples of sexual harassment include, but are not limited to: spreading rumors about or evaluating someone for their sexual behavior; taunting or ridiculing someone because of perceived or actual sexual orientation; visual harassment such as derogatory posters, photography, clothing or gestures communicated in person or electronically; pressuring someone for sexual activity; sharing or pressuring someone to share (including electronically) sexually explicit material; or offensive language (epithets, dirty jokes, slurs of a sexual nature) communicated verbally or in writing, including electronic formats and social media.

Sexual misconduct is an all-inclusive term encompassing discriminatory and/or unwelcome behavior of a sexual nature including but not limited to sexual discrimination, sexual harassment, and sexual violence. Sexual misconduct can be committed by a person of any gender identity and it can occur between people of the same or different gender, gender identity or gender expression.

Sexual violence is the use of force or manipulation to engage in physical sexual activity with an individual without their consent. Consent may be absent due to an individual's age, the presence of a disability, and/or the influence of alcohol or other drugs, amongst other reasons that limit an individual's capacity to provide consent.

A student may file a complaint alleging sexual misconduct orally or in writing with a teacher, school counselor, school-based administrator, or directly with the Title IX Coordinator for action in accordance

with established procedures. Written complaints are to be completed using the Bullying, Harassment, or Intimidation (BHI) Reporting Form. All such reports must be filed with or forwarded to the Title IX Coordinator who will oversee and support the investigation.

In each phase of complaint resolution, every reasonable effort shall be made to maintain the confidentiality and protect the privacy of all parties. These efforts may be limited by the school system's legal and regulatory obligation to investigate and address allegations of sexual discrimination.

Upon completion of an investigation of a complaint received, the investigator will send a prompt, written report of the findings and actions to be taken, if any, to the appropriate parties. Such reporting will follow established confidentiality guidelines.

Violations of this policy are cumulative; subsequent offenses may affect the nature and severity of the consequences. Use and/or exhaustion of these procedures is not a prerequisite for the filing of complaints with the federal Office for Civil Rights.

The HCPSS Title IX Coordinator, Anne Roy, may be contacted at 410-313-6654 and Anne_Roy@hcpss.org. The full policy and associated procedures may be found at: www.hcpss.org/f/board/policies/1020.pdf. Additional information may also be found at: www.hcpss.org/schools/sexual-discrimination-harassment/.

Student Assault and/or Battery on Staff

(Policy 9270)

In order for learning to take place, the school environment must be safe and orderly. Therefore, any assault and/or battery by a student on a school staff member is strictly forbidden. An assault is any attempt or threat to inflict harm upon another person that gives the victim a reasonable fear of physical harm. An assault may be communicated in a behavioral, oral, written or electronic manner. Battery is the touching of another person by the aggressor or by some substance or force put in motion by the aggressor which is not consented to by the other person and results in a reasonable feeling of apprehension or discomfort; and it may also include circumstances which reflect the aggressor's blatant disregard for the

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safety of employees or other persons evidenced by, but not limited to, the aggressor's intentional conduct, disregard of directions, or the fact that the battery resulted in serious bodily harm.

Consequences for violations of this policy range from a Level 2 to a Level 5 response as outlined in the HCPSS Student Code of Conduct. The following is a delineation of consequences by school level:

- **Elementary Grades pre-Kindergarten–2** – start with the HCPSS Student Code of Conduct Level 2 to out-of-school suspension.
- **Elementary Grades 3–5** – will range from the HCPSS Student Code of Conduct Level 3 to out-of-school suspension.
- **Middle and high school** – will range from the HCPSS Student Code of Conduct Level 3 to a maximum of expulsion.

A student who violates this policy is ineligible to participate in extracurricular activities for the duration of a suspension or expulsion.

Student Discipline (Policy 9200)

The Board of Education recognizes that student discipline should reflect a continuum of progressive discipline strategies and a restorative approach with the goal of meeting students' varied behavioral and developmental needs in a fair, equitable, and consistent manner that fosters positive behaviors.

Student behavior is the shared responsibility of the school, the student and the home. The professional staff at a school has the responsibility for taking appropriate action when a student is involved in a situation that is not conducive to a safe, engaging and orderly environment.

Disciplinary consequences should be progressive in nature and designed to change inappropriate behavior, encourage responsible actions and promote the development of self-discipline. The student has the right to due process. The Board of Education has approved the following forms of discipline:

- **Alternative Educational Setting** – A location outside of the designated home school designed to accommodate the needs of students who have demonstrated the need for significant academic or behavioral support.
- **Detention** – The placement of a student

in a non-standard, supervised setting during the school day, before or after school or on Saturdays.

- **Restricted Access** – Limitation of a student's presence on school property.
- **In-school Intervention** – The opportunity afforded a student, after the student is removed to an alternate location within the school, to continue to:
 - Appropriately progress in the general curriculum.
 - 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 COMAR 13A.05.01.
 - Receive instruction commensurate with the program afforded to the student in the regular classroom.
 - Participate with peers as they would in their current education program to the extent appropriate.
- **Suspension** – The denial of a student's right to attend regular classes or school for a specified period of time for cause. Suspension includes extended suspension, in school suspension, short-term suspension or long-term suspension.
 - **In-School Suspension** – The removal of a student within the school building from the student's current education program to another location within the school building for up to but not more than 10 school days in a school year for disciplinary reasons as determined by the principal.
 - **Short-Term Suspension** – The removal of a student from school for up to but not more than three school days for disciplinary reasons as determined by the principal.
 - **Long Term Suspension** – The removal of a student from school for 4–10 school days for disciplinary reasons as determined by the principal.
 - **Extended-Suspension** – The exclusion of a student from school for 11–45 school days for disciplinary reasons as determined by the Superintendent/Designee
- **Expulsion** – The exclusion of a student from the student's regular school program for 45 school days or longer as determined by the Superintendent/Designee. Expulsion may occur when the Superintendent/Designee has



determined that the student's return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students, staff, or others.

This policy applies during school hours as well as at other times and places, including but not limited to, school buses, school-sponsored events, field trips, athletic functions, and any other activity where school administrators have jurisdiction over students. Other procedures may apply when a student is receiving special education services or has a 504 plan.

Disciplinary action may also be taken for off-campus incidents in accordance with Policy 9280, Students Charged with Community or Reportable Offenses as well as violations of Policy 1060, Bullying, Cyberbullying, Harassment or Intimidation. Any student who is suspended from school is precluded from attendance at or participation in extracurricular or school-related activities during the period of the suspension or expulsion. When a graduating senior is suspended for 10 days or less, and the period of suspension includes the day of commencement, the student may appeal directly to the Superintendent.

Student Dress Code (Policy 9210)

The Board is committed to equitable educational access for all students. The student dress code does not differentiate based on students' race, color, creed, national origin, immigration status, religion, physical, mental or educational disability, pregnancy, age, gender, gender

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expression, gender identity, genetic information, sexual orientation, marital status, veteran status, socioeconomic status, body type, body size or personal style.

While student dress and appearance are the responsibility of students and their parents, the Board believes that dress and appearance should not interfere with any aspect of the educational process and expects that dress and appearance are consistent with all Board policy. Student attire may not interfere with the health or safety of any student, nor contribute to a hostile or intimidating atmosphere for any student.

Students will wear attire that contributes to a safe school environment conducive to learning.

Students may wear attire of their choice that is otherwise not prohibited.

Students may wear attire that aligns with their gender, gender expression, or gender identity.

Students may wear religious attire without fear of discipline or discrimination.

Students must wear:

1. Shirt
2. Bottom (e.g. pants, sweatpants, shorts, skirt, dress and leggings)
3. Shoes (curricular-specific and activity-specific shoe requirements are permitted)

Students are permitted to wear:

1. Hats, hoods, and headwear (as long as the student's face is visible and wearable technology is visible to ensure it is not interfering with instruction and student safety)
2. Ripped jeans, as long as undergarments are not exposed
3. Tank tops, including spaghetti straps, halter tops, and strapless tops
4. Athletic attire
5. Clothing with commercial or athletic logos, as long as they do not violate expectations in other sections of this policy

Certain body parts must be covered for all students. Clothes must be worn in a way such that the chest, midriff, pelvic/groin area, and buttocks are covered with opaque material.

Students are not permitted to wear attire,

including wearable technology, that is disruptive to the school environment, that promotes illegal or harmful activities, or that could endanger the health or safety of that student or others during school hours and school-related activities. Prohibited attire includes, but is not limited to:

1. Attire that depicts profanity, hate speech, obscenity, the use of weapons, or violence
2. Attire that promotes use of tobacco, drugs, alcohol, or other illegal or harmful products
3. Attire that promotes, implies or contains sexually suggestive messages
4. Attire that exposes or reveals the chest, midriff, pelvic/groin area, and buttocks
5. Visible underwear or bathing suits (Visible waistbands or straps on undergarments worn under other clothing are not a violation.)
6. Helmets or headgear that obscure the face, except as a religious obligation, observation of a religious holiday, or for a school-related activity
7. Attire that depicts gang affiliation
8. Attire that contains language or symbols that demean an identifiable person or group or otherwise infringes on the rights of others
9. Attire that causes or is likely to cause a material disruption, a substantial disorder to school activities or the orderly operation of the school, or an invasion of the rights of others
10. May damage school property
11. Wearable technology and other attire when it interferes with instruction or student safety

If a student is in violation of this student dress code policy, a staff member will discreetly and respectfully request that the student rectify their attire to align with the policy. This communication should avoid drawing undue attention to the student. In the event that the student is unable to rectify their attire immediately, and the attire is not disruptive, the student should be permitted to remain in the instructional setting and address their attire at a time that will have minimal impact on their learning. Policy implementation should minimize interruption to instruction.

In the event that the student refuses to rectify their attire, that staff member will refer the student to an administrator who will follow disciplinary action in

accordance with the provisions of Policy 9200 Student Discipline and the HCPSS Code of Conduct.

Student Representation

(Policy 2010)

The Board of Education recognizes the value of contributions of students in the regular meetings of the Board and encourages this participation by establishing the position of Student Member to the Board of Education of Howard County and by establishing the position of student representative in each high school. The Student Member is elected by a plurality of student voters in Grades 6 through 11 countywide and serves a one-year term beginning with the first regularly scheduled meeting of the Board in July. Student representatives are elected in their high schools and serve a one-year term.

Students' Rights and

Responsibilities *(Policy 9020)*

The rights and responsibilities of individuals are preserved through the protection and preservation of the rights of others. Students have a responsibility for their own learning, for their personal conduct and for the manner in which they exercise their rights. Students must accept the consequences of their actions. Students have the responsibility to participate in the educational program offered by their schools and, in doing so, are bound by the policies of the Howard County Public School System.

Students have specific responsibilities and rights related to school attendance, student expression, disciplinary action, due process, search and seizure, student records, student activities, use of school facilities, and non-discriminatory practices.

Student Search and Seizure

(Policy 9260)

Authorized school officials have the right to search students, their possessions and automobiles during the school day and at school-related activities when the school official has a reasonable belief that the student possesses an impermissible item. Additionally, authorized school officials may search property assigned to a student for school use, such as lockers, desks, electronic devices and cubbies at any time.

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Students Charged with Community or Reportable Offenses (Policy 9280)

The presence in school of a student who has been charged with a reportable offense or an offense related to membership in a criminal gang may compromise the safety and well being of students and/or staff, and may disrupt the educational process in the school. Students who are considered by school administrators to have engaged in community offenses may raise similar concerns.

Maryland law requires law enforcement agencies to inform the superintendents of local school systems when a student has been charged with a reportable offense or an offense related to membership in a criminal gang. The information is then shared with the principal of the school the student attends, who conducts an investigation.

A student may be disciplined under this policy when the school system has evidence of the offense in addition to the notice of charges and when the student's presence in school raises concerns for the safety and well being of students and/or staff or the order and general welfare of the school. If it is determined that the student poses no threat to the safety and well being of students and staff, no further action is necessary.

However, if deemed appropriate, the student may be disciplined and/or assigned to an alternative educational placement pending adjudication. If the student is suspended from school, the principal will promptly inform the student's parent(s) of the suspension. If the decision is made to place the student in an alternative educational setting, the student

may not participate in extracurricular and school-related activities of his or her home school during the time in the alternative placement. While in the alternative placement, the student's performance and status related to any legal proceedings will be reviewed on a quarterly basis. Adjustments are made as appropriate.

Tobacco-Free Environment (Policy 1050)

The use, possession, or sale of any tobacco or nicotine product or paraphernalia, including electronic nicotine delivery systems (ENDS) used for vaping by students is prohibited in any setting in which students are responsible to school authority and/or supervision.

For a first violation not related to vaping, the student and his/her parent will receive a referral form for a tobacco use cessation program administered by a public health agency or private provider. Failure to provide proof of completion of the program within 30 school days will result in a Level 3 Response as defined in the HCPSS Student Code of Conduct.

For a second offense, the student will be given a suspension of one to three school days. The student will have the option of enrolling in a tobacco use cessation program administered by a public health agency or private provider instead of serving the suspension. The school administrator will provide the parent with a referral form for that program. If the student chooses this option, proof of enrollment must be provided to the school administrator within five school days. The student will provide proof of completion of the program within 30 days.

If proof of enrollment and completion are not provided, the student will be required to serve the designated length of suspension.

A student who violates this policy a third time may be given a suspension for three school days. The student will have the option of enrolling in a tobacco use cessation program administered by a public health agency or private provider instead of serving the suspension. The school administrator will provide the parent with a referral form for that program. If the student chooses this option, proof of enrollment must be provided to a school administrator within five days. The student will provide proof of completion of the program within 30 school days. If proof of enrollment and completion are not provided, the student will be required to serve the designated length of suspension.

For fourth and subsequent offenses, the student may be given a suspension for three to five school days. The student may choose to serve the suspension or to enroll in and complete a tobacco use cessation program administered by a public health agency or private provider. If the student chooses this option, proof of enrollment must be provided to the school administrator before the student can return to school. The student will provide proof of completion of the program within 30 school days. If proof of enrollment and completion are not provided, the student will be required to serve the designated length of suspension.

A summary of the consequences for violations related to possession and/or use of electronic cigarette products and other ENDS for vaping, are listed below.

For a first violation, the parent will receive a referral form for the student to attend a tobacco use cessation program administered by a public health agency or private provider. The student will provide proof of completion of the program within 30 school days.

For a second violation, the student may be given a suspension from one to three days. The student will have the option of enrolling in a tobacco use cessation program administered by a public health agency or private provider instead of serving the suspension. The

parent will receive a referral form for the student to attend that program. If the student chooses this option, proof of enrollment must be provided to the school administrator within five school days. The student will provide proof of completion of the program within 30 school days.

For a third violation, the student may be given a suspension of three days. The student will have the option of enrolling in a tobacco use cessation program administered by a public health agency or private provider instead of serving the suspension. The parent will receive a referral form for the student to attend that program. If the student chooses this option, proof of enrollment must be provided to the school administrator within five school days. The student will provide proof of completion of the program within 30 school days.

For fourth and subsequent violations, the student may be given a suspension of three to five days. The student will have the option of enrolling in a tobacco use cessation program administered by a public health agency or private provider instead of serving the suspension. The parent will receive a referral form for the student to attend that program. If the student chooses this option, proof of enrollment must be provided to the school administrator within five school days. The student will provide proof of completion of the program within 30 school days.

A summary of the consequences for policy violations related to the intent to distribute and/or distribution of ENDS are listed below. (Note: Violations related to the distribution of ENDS that contain THC oil or other non-tobacco drugs will be handled in accordance with Policy 9230 Alcohol, Other Drugs, Prescription Medication, and Over the Counter Products implementation procedures.)

For a first violation, the student may receive an in-school suspension of no more than two school days. The parent will receive a referral form for the student to attend a tobacco use cessation program administered by a public health agency or private provider. The student will provide proof of completion of the program within 30 school days. Failure to do so will result in an extension of the original suspension. Also, the student will be excluded from school and will not be permitted to attend, participate in and practice for any

extracurricular or school-related activities until certification is provided to the school administrator for up to 30 school days.

For a second violation, the student may be given a suspension of one to three school days. The parent will receive a referral form for the student to attend a tobacco use cessation program administered by a public health agency or private provider. The student will provide proof of completion of the program within 30 school days. Failure to do so will result in an extension of the original suspension. Also, the student will be excluded from school and will not be permitted to attend, participate in and practice for any extracurricular or school-related activities until certification is provided to the school administrator for up to 30 school days.

For a third and subsequent violations, the student may be given a suspension of five school days. The parent will receive a referral form for the student to attend a tobacco use cessation program administered by a public health agency or private provider. The student will provide proof of completion of the program within 30 school days. Failure to do so will result in an extension of the original suspension. Also, the student will be excluded from school and will not be permitted to attend, participate in and practice for any extracurricular or school-related activities until certification is provided to the school administrator for up to 30 school days.

Trespassing or Willful Disturbance *(Policy 3020)*

The school system has the legal authority to take action when anyone willfully disturbs or otherwise prevents the orderly conduct of school system instruction, administration or activities. Additionally, Maryland law provides criminal penalties for any individual who trespasses on school property or fails to leave school property after being asked to do so by authorized personnel.

Any willful disturbance or interference with the orderly conduct of activities, including bodily harm or threats of bodily harm to an individual who is lawfully on school property; threats to a student or employee by any means including in-person, by telephone, or by electronic means; or any willful damage or defacing of school property or building is a violation of policy and may be a violation of the law.

Any individual who is found to be on school property after receiving prior legal notice that his/her access to school system property has been denied, or who remains on the property after being asked to leave, is considered to be trespassing.

When an individual commits any of the offenses noted above, the building administrator may take several actions:

- Explain how the individual's behavior is unacceptable.
- Issue a warning letter to the individual.
- Issue a letter that summarizes the disruptive behavior and any prior discussions or warnings and which informs the individual that any further incidents will lead to a formal denial of access.
- Issue a denial-of access letter.

When a denial-of-access letter is issued to the parent of a student enrolled at the school, the letter will explain how the parent may continue to discuss legitimate school issues regarding his or her child.

Weapons *(Policy 9250)*

The presence of weapons on school property poses a serious threat to the safety and well-being of students and staff. It is a violation of policy for persons to carry or possess any rifle, gun, knife or deadly weapon of any kind on any public school property. A weapon, as defined by school system policy, includes: any gun, dirk knife, bowie knife, switchblade knife, star knife, buck knife, hunting knife, throwing star, razor, metal knuckle, Nunchaku, explosive device, or any other object or implement intended to cause harm to another or used in such a way as to cause harm to another. Any student found in possession of a weapon on school property will be suspended and the police notified. Possession of a gun, or any implement possessed under a circumstance that would reasonably lead a person to believe it was a gun, will result in expulsion.



Safe Schools

The Office of Safety and Security plans and coordinates the various programs and resources that keep students, staff, parents, and visitors as safe as possible.

School Security has the mission of strengthening security, and safety

Safety and Security

practices, to provide a safe and secure environment in which children can learn. The Office of Safety and Security works with school administrators and the school system's support functions to prevent disruption and crime from occurring on school property, and coordinates various security resources.

The Office of Safety and Security works collaboratively with the Howard County Police Department (HCPD) and its School Resource Officers (SROs). We also use private security contractors to assist our efforts to limit crime and school disruption. During the school year, training sessions are held with school-based staff to educate administrators on various security issues. All staff share the responsibility for ensuring the security of the school building and the safety of the students, staff and visitors.

School Resource Officer (SRO)

An SRO, employed by HCPD, provides law enforcement services in the school environment. SROs assist schools in their mission of educating students at the high school and middle school level.

Security Assistants (SAs)

A SA, employed by HCPSS, is assigned to each high school and is responsible for monitoring the safety of students, staff and visitors using the school building. The SA works collaboratively with the SRO to ensure safe school environments.

Visitors

To ensure the safety and security of students and staff and an orderly operation during visits to the HCPSS, parents, guardians and other individuals must follow HCPSS-established visitor procedures. Visitors must enter through the main/front entrance, report to the front office, state their business, and check-in by using the visitor management system. To check-in, a driver's license or government issued identification is required. There are no exceptions to the HCPSS-established visitor procedures. Each school's administration reserves the right to deny an individual entry to their building.

Social Media Threats

Howard County public schools take ALL threats seriously. All threats are promptly and thoroughly investigated by the school and public safety officials. It is also our



commitment that appropriate information is provided to our parents and students as promptly as possible. It is important for all of us to work together to not tolerate threats, and to dispel rumors that could disrupt school safety and operations.

We remind parents, guardians, and caregivers of the importance of having your child discuss an unsettling social media situation with a trusted adult. In addition, we ask that you speak with your child about not adding credence to rumors. If they hear a rumor, they should discuss it with you, their school administrator, a trusted staff member, or the police.

Please help us reinforce this message by discussing the following with your student:

- Suggesting without evidence that someone could be a school shooter or that there could be a school shooting or other threat is the equivalent of saying "bomb" in an airport during a casual conversation or joke. Unfounded statements create anxiety and fear, so it is imperative that students not joke around about threats.
- Rather than contributing to a rumor by spreading it, students should report concerns to an adult at home or in the school building, such as an administrator, counselor, or teacher. Issues can also be shared with a SRO, SA or a trusted staff member.
- Social media posts and other methods of spreading rumors can be considered a "Disruption" under the HCPSS Code of Conduct and may be subject to school consequences and/or police charges.

Under no circumstances will the HCPSS tolerate anyone creating a climate of fear and concern by threatening the well-being of our students, staff, and community, whether directly or through creating rumors about others. We must continue to work together and do everything necessary to ensure that this safe environment continues to exist.

We encourage all students and parents to review the new 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.

Any questions can be directed to the Office of Safety and Security at 410-313-6840; or visit www.safeschoolsmd.org, the Safe Schools Maryland Tip Line – a tool for proactively addressing harmful situations and helping students who need it.

Emergency Contact Information

At the beginning of the school year, parents must complete and resubmit their child's emergency contact information through the online student information system. Parents who do not have internet access may request a hard copy of the form from their child's school. The form identifies emergency contact information for students in the event of an emergency. It is critical that you complete this form annually in a timely manner.

Emergency Preparedness

Advance preparation and planning can minimize the risks inherent in any emergency situation. HCPSS has a comprehensive Emergency Operations Plan (EOP) for use during emergencies. This EOP complies with federal guidance and aligns with the Howard County Office of Emergency Management, Howard County Police Department (HCPD), Howard County Health Department, and the Howard County Department of Fire and Rescue Services.

All responses to a system-level emergency will be managed through the HCPSS Emergency Operations Center (EOC). The Director of Security, Emergency Preparedness and Response assumes the role of Incident Commander and will coordinate the HCPSS response and recovery operations. HCPSS has conducted multiple tabletop exercises and

onsite emergency drills with personnel from Howard County Fire and Rescue and HCPD to review and improve emergency response procedures.

School Specific Emergency Operations Plans (EOP)

Each school has an EOP, which the school staff reviews and updates annually. The EOP contains staff roles and responsibilities, evacuation maps, teacher checklists and emergency release procedures. In addition to the plan, there is an annual drill schedule based on state requirements.

DRILL SCHEDULE

- **Evacuation** – An evacuation is an orderly and preplanned exit from the building. Use this procedure when conditions are safer outside than inside. This action is appropriate for building flooding, fire, chemical accident in the school, explosion or threat of explosion, or post-earthquake.
- **Lockdown** – A lockdown requires students to immediately go to a protective place in their room or location. Use this procedure when there is an imminent threat or extreme situation inside or outside of the school with an immediate impact upon school operations. This action is considered appropriate for, but not limited to, situations that involve extreme violence and/or gunfire and that immediately and directly affect the school site.
- **Modified Lockdown**– Modified lockdown requires students to immediately go to a protective place in their room or location while all normal school operations continue. Use this procedure when there is no immediate threat or extreme situation inside or outside the school and the situation does not warrant a full lockdown. This action is considered an appropriate response to violence, criminal activity, or any other situation that has the potential to affect the school site.
- **Shelter in Place** – Shelter in Place is the placement of students in a pre-determined location within the school or classroom. Use this procedure when external conditions are hazardous and shelter indoors is required. This action is considered appropriate for situations such as hazardous materials releases, nearby fires, and bioterrorism. Officials from the Federal Emergency Management Agency (FEMA) or local public safety

officials indicate that incidents requiring communities to “shelter in place” are viewed as short-term, measured in terms of hours, not days.

- **Duck, Cover and Hold On** – Duck, Cover, and Hold On places students in a pre-determined location within the school or classroom. Use this procedure when conditions outside may cause severe structural damage to the building. This action is used as appropriate for, but not limited to hazardous materials incidents, earthquakes, explosions, terrorism, tornado or other types of severe wind, situations that may cause significant structural damage.

Parent Procedures

Parents are requested not to call their child’s school or the central office in times of emergency, as it is important to keep phone lines free for emergency communications. Please do not drive to the school unless directed to do so; circumstances may prevent parents from picking up their children or may require that children be picked up at a location other than the school. Instructions and current information about the status of schools will be communicated through the sources listed in the gray box, at right.

Emergency Incident Kit

Each school has a basic Emergency Incident Kit. This portable kit includes general first aid supplies, emergency blankets, caution tape, high-visibility vests, and an AM/FM radio with batteries. Schools add specific items such as staff rosters, student emergency cards and area maps. In addition to the kit, each school has a weather alert radio.

Emergency School Closings

If it is necessary for the superintendent to close or delay the start of schools due to inclement weather or other emergencies, parents may obtain information from the sources listed below.

If Howard County public schools open one hour late, all morning programs held in schools will be delayed by one hour, including pre-kindergarten, RECC, and child care programs sponsored by the Columbia Association and the Department of Recreation and Parks. If schools open two hours late, there is no morning half-day pre-kindergarten or RECC, and morning child care programs are delayed by two hours. If schools are

School Emergency Closing Information Sources

In times of emergencies/school closings, information will be shared with the community through the following:

- The school system’s homepage, www.hcpss.org
- HCPSS News email and text message alerts
- HCPSS Information Hotline 410-313-6666
- Twitter – @hcpss
- Facebook – hocoschools
- HCPSS Cable TV – Comcast 95/ Verizon 42

closed, or closed early due to weather conditions, all evening activities in schools, both school-sponsored and community-sponsored, are canceled. This includes high school athletic practices and games. All aftercare programs, sponsored by the Columbia Association and the Department of Recreation & Parks in Howard County public schools, are canceled.

On weekends and holidays, if the Howard County Snow Emergency Plan is in effect by 7 a.m., activities already in progress may be completed but any activity scheduled to begin after that time is canceled.

Please do not call your child’s school or the central office during emergencies or adverse weather conditions, to keep phone lines free for urgent calls.

Learn more about emergency closings and notifications at www.hcpss.org/emergency-closings.

Protections and Supports for Foreign-Born Students and Families (Policy 1070)

HCPSS is committed to providing a safe, engaging, and supportive school climate in which all individuals and families, regardless of their place of birth or immigration status, are valued and protected. No student will be excluded or discouraged from participating in any educational activity due to their real or perceived national origin, and all HCPSS

property is a safe zone for its students and their families. Students and families will not be required or requested to provide any information about immigration status or social security numbers (except where specific rules apply regarding international exchange programs), nor will that information be collected or maintained. Bullying or harassment of any student on account of real or perceived immigration status or national origin will not be tolerated.



Health

School Health Services

The Health Services Program supports academic achievement by bridging the gap between health, wellness and learning. Health Services staff enhance student health and well-being by providing disease prevention and health promotion activities that deter the spread of illness and decrease the incidence of injury, providing emergency care, administering medication, promoting positive health practices, and maintaining a safe and healthy school environment. They help students, parents and staff identify and secure appropriate and available health services and resources. School health services are provided in accordance with state and local guidelines, regulations and laws.

Immunizations

All students who are enrolled in Maryland schools are required by Maryland law to be immunized against certain diseases. The immunization regulations state that “a school principal or other person in charge of a school, public or private, may not knowingly admit a student to, or retain a student in, a preschool program or kindergarten through twelfth grade unless the student has furnished evidence of age-appropriate immunity against tetanus, diphtheria, poliomyelitis, measles (rubeola), mumps, rubella, Hepatitis B, varicella, meningitis, and tetanus-diphtheria-acellular pertussis acquired through a Tetanus-diphtheria-acellular pertussis (Tdap) vaccine.” Students under the age of seven are also required to have age-appropriate immunity to pertussis (whooping cough). Preschool students are also required to have age-appropriate immunity against Haemophilus influenzae, type b (Hib), and pneumococcal disease (Prevnar). In addition, pre-kindergarten, kindergarten

and first grade students must have a completed Blood Lead Testing Certificate.

Each student must have a completed Maryland Immunization Certificate Form on file at the school. Forms are available at the school or the Howard County Health Department. It is the responsibility of the parent/guardian to have the form completed prior to enrolling the student. If a student receives additional immunizations after school entry, the parent/guardian should send proof to the school health assistant or nurse so that school records are kept current. Students who transfer from one school to another are required to show proof of complete immunization at the new school.

The Howard County Health Department offers free immunization to students who lack health insurance or are underinsured. Please call 410-313-7500 to find out if your child is eligible.

Physical Examination

Requirement – See page 2.

Accident Insurance

The school system does not carry medical insurance for accidents that occur at school, including non-sport related injuries, such as trips and falls, physical education injuries, and recess/playground injuries. Thus, parents are encouraged to enroll students in the accident insurance program. All students are eligible and will receive information on coverage and costs during the first week of school. However, coverage may be obtained throughout the school year. Online enrollment is also available at www.studentinsurance-kk.com.

Parents should also consider enrolling students if they are already insured through an outside company. The student accident insurance can help to pay for denied claims through your private insurance policies, or help to pay for rising insurance copayments and hospital costs. The student insurance plans can start as low as \$26 per student, depending on your preferences.

The regular student accident insurance does not provide coverage for football. A separate accident insurance policy for football is available or parents may arrange for appropriate insurance for students participating in interscholastic football. For information, contact Risk Management, Department of the Office of Safety and Security at 410-313-6824.

Medical Insurance

The Maryland Children’s Health Insurance Program (MCHIP) is available for families, pregnant women, and children in need of medical insurance. Applications are available through the school health assistant or by contacting the Howard County Health Department at 410-313-7500.

Medication

All medications should be given to students at home whenever possible. However, if it is necessary for a student to receive medication while in school, the following procedure must be followed for both prescription medications and all over-the-counter and homeopathic medications such as Advil, Tylenol, cold and allergy preparations, medicated lotions or creams, and herbal supplements:

- A complete written physician order must be obtained by the parent/guardian. Forms are available in the school health room and from the HCPSS health services webpage.
- The parent/guardian must give written permission to administer the medication to the student.
- Over-the-counter (OTC) medication must be in a new, unopened container labeled with the student’s name. The prescription medication should be in the pharmacy container and labeled for the student. Ask the pharmacy for a second labeled bottle for school. The OTC and prescription medication orders must have the name of the student, name of the medication, date of the order, complete directions for administration in school, physician’s name, and the expiration date of the medication.
- The medication must be delivered to the school by the parent/guardian, not by the student.
- A new physician’s order form must be submitted each time there is a change of dosage or time of administration and for every new school year after July 1.
- The first dose of any medication must be administered at home to observe for any adverse reaction to the medication.
- Each HCPSS school is equipped with two emergency medications in accordance with Maryland regulations. Epinephrine is stored for an emergent anaphylactic reactions for an unknown allergic reaction. Naloxone is stored for emergent response to an opioid overdose in the school building.

Home and Hospital Program

The Home and Hospital Program provides instructional continuity to Howard County public school students who are unable to attend school due to physical illness or disability, emotional crisis, substance abuse, or pregnancy. It is a short-term, itinerant instructional service mandated by state law. This service enables students to continue their academic work and prepare for their eventual return to school. For more information or to arrange for services, contact the counselor or pupil personnel worker at your child's school.

Wellness Policy

HCPSS policy promotes health and wellness as essential contributors toward student and staff achievement and well-being. Policy 9090, Wellness Through Physical Activity and Nutrition, strengthens the system's commitment to student and staff wellness through nutrition education, physical education, physical activity and the selection of healthy foods. HCPSS is among the first public school systems to adopt Institute of Medicine Nutritional Standards. Other provisions include breakfast in all schools, incorporation of "brain breaks" throughout the instructional day, and healthier options for school meals and snacks. In addition, the policy prohibits withholding of recess as a punishment, regulates the use of food for school celebrations, and governs food and beverage offerings in school vending machines.

The policy is ranked among the best in the nation by the Yale University Rudd Center for Food Policy and Obesity. HCPSS earned the U.S. Department of Agriculture HealthierUS School Challenge Award, which recognizes outstanding practices in school nutrition programs, physical education and physical activity.

Weather Guidelines/Recess

Exercise outdoors is healthy and is strongly encouraged. It provides a break from the regular school routine, a chance to get some outside air, and an opportunity to burn off excess energy. If conditions preclude the full recess time, even a five minute break can revitalize children and prepare them for more sitting and academic learning. Children are expected to wear clothing appropriate for forecasted conditions when participating in recess or outside activities.



The decision to go out or stay in for recess is the decision of the administrator at individual schools. On rare occasions due to extreme weather, a decision may be made at the school system level.

The following factors are considered in determining if recess is to be held outside:

- Temperature and humidity
- Wind chill
- Heat index and air quality
- Age of students
- Length of time outdoors
- Adequacy of the children's clothing
- Condition of the playground
- Falling precipitation (more than a sprinkle or mist)
- Thunder and lightning

Generally, it is assumed that students will be outside for recess when the temperature combined with the wind chill is not less than 20 degrees Fahrenheit or the heat index reading is less than 95. Children with certain health conditions may need special accommodations during extremely hot or cold weather. Parents of those children should provide medical documentation and may be consulted to determine if other arrangements are necessary. During hot weather, teachers should provide students a water break before and after recess. Additionally, any student who shows signs of heat exhaustion or overheating should be allowed a water break during recess.

Physical Education

To ensure student safety and quality motor learning, HCPSS physical education students must adhere to the following safety protocols:

- Wear tennis shoes or sneakers that remain tied or strapped for proper execution of skills.

- Remove all jewelry except stud earrings and medical ID bracelets and necklaces.
- Remove dangling clothing, scarves and lanyards prior to the beginning of class.
- Remove sharp objects from pockets and hair.
- Pull long hair out of face, depending on activity.
- Wear physical education uniform as required in Grades 6–12.
- Wear play clothes in Grades K–5.

Asbestos Management

The Asbestos Hazard Emergency Response Act requires school systems to inspect their facilities for building materials containing asbestos, develop asbestos management plans, and implement appropriate response actions. The Howard County Public School System's program for fulfilling these responsibilities is outlined in the asbestos management plan for each building. These plans contain information on the initial inspections, response actions, and post-response action activities and are located in each school's administrative office.

A copy of each plan is also located at the Department of Education and is available for public review during regular business hours. The plans may not be taken from the building.

Schools constructed after October 1988 are not to contain asbestos-containing building materials. In older schools, floor tiles often contained asbestos and a few facilities have asbestos-containing thermal insulation on piping located in crawl spaces inaccessible to building occupants.

Student Health and Well-being

The majority of asbestos removal is completed in conjunction with school renovation projects. Asbestos removal projects are scheduled when the school facility is closed, such as summer and spring break.

For additional information, contact the Office of the Environment at 410-313-8874.

Integrated Pest Management

The Integrated Pest Management (IPM) Program employed by HCPSS is a proactive monitoring-based approach to insect, rodent and weed problems. HCPSS facilities are monitored at least once a month to determine the need for pest control and the proper identification of any pest problem. The grounds are monitored on a regular basis by staff during routine maintenance.

If it is determined that control of an identified pest is necessary, the first methods used are alternatives to pesticide applications. The exterior landscape IPM

program relies on proactive practices such as proper plant selection, pruning, certified seed use, and proper mowing and irrigation techniques. The urban/facilities program relies on non-chemical methods such as exclusion, trapping and sanitation to manage pest problems and reduce the need for pesticides. After non-chemical means are exhausted, or in the event an infestation requires an emergency treatment for the safety and/or health of students, staff, visitors or the educational environment, pesticide use be approved for use as a last resort.

Whenever pesticides are used, the least-toxic effective pesticide is applied. In addition, applications are made in places and at times that limit the chance for human exposure to any pesticide material. No pesticide application will be made without prior identification of a pest and pest problem, the meeting of some threshold, and the determination that non-chemical means have been exhausted.

Parent Notification

The HCPSS will, 24 hours prior to any scheduled pesticide application, notify parents/guardians of all students at all grade levels if a pesticide application is deemed necessary in the school that their child attends, as well as staff in any HCPSS facility in which they are assigned. Emergency applications of pesticides (primarily in response to large stinging insect nests near student occupied areas) may be made and, per regulation, notices will be sent home within 24 hours of the application. Parents of elementary students will receive a paper notice; middle and high school parents/guardians will receive an email notification through the school's front office. Maryland state regulations require that the school system allows parents of middle or high school students to request to be included on a notification list for pesticide applications at their child's

school. (Note: Because the HCPSS sends out notices universally, a request to be included on the middle and high school notification list will not provide additional notification.)

To be placed on this year's notification list, or to receive a paper copy instead, parents of middle or high school students must send a request including the parent's name, address, telephone number, the student's name, the school attending, and an email address (optional but preferred) to the following address. The requests, as well as any questions concerning the IPM program should be sent to:

Marcie Hardin, Safety and Regulatory Affairs Services, Howard County Public School System,
10920 Clarksville Pike
Ellicott City, MD 21042
mhardin@hcpss.org
phone: 410-313-7180
fax: 410-313-6989

Material Safety Data Sheets (MSDS) for each pesticide or bait that may be used on HCPSS property are maintained centrally and in an IPM notebook located in the custodial office of each facility. The notebooks are available for review by parents and visitors by requesting access through the front office of each school.

Reporting Child Abuse and Neglect (Policy 1030)

The law requires any Howard County Public School System employee or service provider to immediately report suspected cases of physical abuse, sexual abuse and neglect of a student. Child abuse is any physical or mental injury of a child by anyone who has permanent or temporary care, custody or responsibility for a child, which harms the child's health or welfare, or puts the child at substantial risk of being harmed. A written report must be submitted within 48 hours of the initial suspicion.

It is the responsibility of the principal to make certain that the oral report is made immediately to the proper authorities. The principal permits the Department of Social Services (DSS) Protective Service Workers and the Howard County Police Department to interview the child on school premises in connection with an investigation of a case involving suspected child abuse, sexual abuse, mental injury or neglect, whether the child is the alleged

The following list identifies the trade name, common name, and EPA registration number of all pesticide materials that are **likely** to be used in one or more Howard County public school buildings or on school grounds following determination of need, exhausting non-chemical options, and approval and notification as detailed above.

Interior/Structural/Urban Use

TRADE NAME	COMMON NAME
Advance Carpenter Ant Bait	Abamectin B1 (499-370)
Advion Ant, Cockroach Gel, Bait Arena	Indoxacarb (352-664, 746, 668, 652)
Drax Ant Kill Gel, and NutraBait, Drax Ant Kill PF	Boric Acid (9444-131, 131, 135)
Niban FG (fine granular bait), granular bait	Boric Acid (64405-2)
Ditrac	Diphacinone (12455-56)
EcoExempt D	Eugenol, 2-Phenethyl propionate (Exempt)
EcoExempt G	Eugenol, Thyme Oil (Exempt)
EcoExempt Jet	Rosemary oil, 2-Phenethyl propionate (Exempt)
Termidor	Fipronil (4432-901)
Maxforce roach killer gel FC	Fipronil (64248-14)
Maxforce Granular Insect bait, Roach killer bait gel	Hydramethylnon (6428-6, -5)
Advion Cockroach gel bait	Indoxacarb (352-652)
Prescription treatment Ultra-fine oil	Refined light paraffinic petroleum oil (862-23-499)
EcoEXEMPT D	2-Phenethyl Propionate, Eugenol (Exempt)
EcoPCOD*X	2-Phenethyl Propionate, Pyrethrins (67435-16)
Drione	Pyrethrins, Piperonyl Butoxide (4816-353)
Control Point source	S-Hydroperone (2724-469)
Terro PCO	Sodium tetraborate Decahydrate (Borax)(149-8-64405)
Advance Dual Choice Bait	Sulfonamide (499-459)

Exterior/Grounds Use

EcoExempt HC	2-Phenethyl Propionate, Eugenol (Exempt)
Summit Bti Briquets, and Bits	Bacillus thuringiensis (6218-47, 6218-73)
Dipel DF	Bacillus thuringiensis (58998-7)
Acclaim	Fenoxaprop-p-ethyl (45639-167)
Prostar	Flutolanil (432-1223)
Revolver	Foramsulfuron (432-1266)
Round-Up	Glyphosphate (524-475)
Sedge Hammer	Halsofuron-methyl (81880-1-10163)
Hunter 75	Imidachloprid (423-1318)
Power Zone	MCPA, dicamba, carfentrazone-ethyl, and MCPP (2217-834)
MSMA 6 Plus	MSMA (199713-42)
Barricade 4l	Prodiamine (100-1139)
Distance	Pyriproxyfen (59639-96)
Drive 75 DF	Quinclorac (7969-130)
Crabgrass preventer with Tupersan	Siduron (9198-65)
Conserve	Spinosad (62719-291)
Confirm T/O	Tebufenozide (707-238)
Bayleton	Triadimefon (3125-491)
Compass	Trifloxystrobin (100-920)
SureGuard	Flumioxazin (59639-120)
Lontrel	Clopyralid (6271-305)

NOTE: For an exterior application of a pesticide, Maryland State regulations allow a postponement no longer than 14 days after notice is sent home due to weather conditions or other extenuating circumstances. If postponed longer than that, a written notice will be re-issued with the new date of application.

(Please note: per MD state law, this list may be amended with pesticides registered for use with the State Chemists Office, as needed and approved by the Safety and IPM coordinators of the HCPSS.)

Student Privacy

victim or witness, and whether or not the child has been previously interviewed by the police or Social Services.

The principal shall determine, after consultation with the individual from the Howard County Department of Social Services (HCDSS) or the Howard County Police Department (HCPD), whether a school official should be present during questioning. The HCPSS/HCDSS "Procedures Concerning Abuse Investigations During School Hours" shall be followed.

The principal, in consultation with the HCDSS or the HCPD, decides if parents should be notified of a report or an interview, who will notify them, and when they will be notified.

To report suspected **child abuse or neglect**, call Howard County's Child Protective Services at 410-872-4203. To report after hours (after 4:30 pm., weekends, holidays), call Police Communications at 410-313-2929. Fax Reports: 410-313-2633

Student Privacy

Confidentiality of Student Records

(Policy 9050)

Student records are accumulated and maintained by teachers and other school personnel in accordance with the Public School Laws of Maryland and the rules and regulations of the Maryland State Board of Education.

Parents have the right to inspect and review all official school records of their child. Requests by parents for access to their child's records will be granted within a reasonable time and at the mutual convenience of the parent and school principal. This right is also extended to any student 18 years of age or older.

Each school will furnish parents an opportunity to request amendment of the records and/or challenge the content of their child's school records should they believe the records are inaccurate, misleading, or otherwise in violation of the program or other rights of their child.

No school will release records of students without written consent of their parents

to any individual, agency, or organization except as permitted within the law.

A noncustodial parent has the same rights as a custodial parent unless the custodial parent has presented evidence of a binding, legal instrument (such as a court order governing divorce, separation or custody) which specifically states that the noncustodial parent not be informed of or have access to the educational records of the student. If not specifically stated, both parents shall be considered to have this right. Except as stated above, noncustodial parents have the right, upon request, to receive school-related information and to be informed of their child's educational progress, including the right to receive report cards and to attend parent-teacher conferences.

Directory Information

The Family Educational Rights and Privacy Act (Public Law 93-380) authorizes local school systems to disclose certain information from the educational records of a student that is designated as directory information. This designation includes basic biographical information only. It does not include student grades, test results, or any part of a student's academic or discipline records. Based on categories designated by the federal government, the Howard County Public School System's definition of directory information includes the following student data:

- Name
- Address
- Telephone listing
- Date and place of birth
- Grade level
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Enrollment status and dates of attendance
- Degrees and awards received
- Most recent previous educational agency or institution attended.

In addition, Maryland law permits the release of a student's home address and phone number to the following persons or organizations only:

- An organization of parents, teachers, students, or former students, or any combination of those groups, of the school (e.g. PTA/PTSA, booster club,

class reunion committee, etc.).

- An organization or force of the military (e.g. military recruiters, etc.).
- A representative of a community college in the state.
- A representative of the Maryland Higher Education Commission.

Parents/guardians have the right to restrict the school system from releasing any category of directory information about their child. At the beginning of each school year, parents/guardians should indicate their wishes by filling out the Data Confidentiality section on the Family File (www.hcpss.org/connect/). A print version, Emergency Procedure and Confidential Student Information Card, may be obtained from the school office. If the form is not filled out, the school system assumes no restriction is placed on the release of directory information related to the child.

Research for Instructional Improvement

Policy 3030 establishes guidelines for approving, conducting and reporting research in the school system. Research conducted must be of high quality, safeguard the privacy of individuals, further the goals of the school system, minimize interruptions to the instructional program, and go through the proper approval process. Further, the policy mandates that any research involving students requires informed consent from the parent/guardian and the assent of the student.

For further information, please contact Mary Klyap at 410-313-6978.

Family Involvement

School Visitation

HCPSS welcomes visitors to our schools. American Education Week, held in November, offers an excellent opportunity for school visits. At other times, visitors are asked to follow the procedures below in order to limit interruptions to instruction and maximize safety for all.

- Contact the principal at least 24 hours in advance to discuss the purpose of the visit and to establish a convenient time for both the visitor and the school. Visitors must receive prior approval

from the principal before entering a classroom. Teachers may request that visits be rescheduled to serve instructional needs and students' best interests.

- Sign in at the main office and receive a visitor badge. Visitors are required to provide a photo ID.
- Schedule any desired follow-up meetings with school staff at a mutually convenient time.
- To avoid interrupting instruction, students may not shadow other students.
- Parents should request permission from the principal before engaging with school staff.
- Visitors are not permitted to engage students without approval from the principal.

School Improvement Teams

Each school has a School Improvement Team made up of school staff, parents and other community members, which oversees the process of improving instruction and academic performance in that school.

Parent Teacher Association

Every comprehensive public school in Howard County has an active parent-teacher association (PTA) or parent-teacher-student association (PTSA). The local PTA/PTSA provides an opportunity for parents, educators, students, and community members to work together to benefit the school. Meeting dates and times should be confirmed with individual schools. PTA serves as a powerful voice for children, a relevant resource for families, and a strong advocate for education and well-being of children.

The first Monday of each month is reserved for the meeting of the PTA Council of Howard County. Three representatives—two council delegates and the PTA president—from every school in the county make up the PTA Council. The purpose of the PTA Council is to support school PTAs with leadership development, communication, advocacy, and coordination of efforts throughout Howard County. For more information, contact your child's school or the PTA Council office (410-740-5153 or ptachc@gmail.com), or visit www.ptachc.org.

Community Advisory Council to the Board of Education

The Community Advisory Council (CAC) draws members from all sectors of the community and serves as a channel for concerns, advice and information from the public to reach the Board of Education. This enables the community to participate more effectively in the educational process.

The CAC, which meets monthly during the school year, also raises new initiatives, researches issues and makes recommendations to the Board. All citizens are welcome to attend CAC meetings. Find more information at www.hcps.org/board/cac/ or contact the CAC at CAC.hocoboe@gmail.com.

Advisory Committees

Schools are strengthened when communities are actively engaged in the education process. Community members are encouraged to provide input on school system policies and programs by participating on advisory committees. Ad hoc committees review proposals and make recommendations to the Board on specific matters such as budget priorities, school construction, attendance areas, the school calendar, and policies. Curriculum Advisory Committees make recommendations about instructional content for specific subject areas.

Administrative Advisory Committees

Community Advisory Council to the BOE
Email CAC.hcps@gmail.com or call Public Information, 410-313-6600

Academic Calendar Committee
Ron Morris, 410-313-1543

Attendance Area Committee
Renee Kamen, 410-313-1554

Instructional Materials Criteria and Review Committee – Nancy Czarnecki, 410-313-6623

Interscholastic Athletics
John E. Davis, 410-313-6630

Policy Review Committees
Cherise Hunter, 410-313-6870

School Health Council
Kerrie Wagaman, 410-313-6812
School Improvement Teams – School Principal

School Naming Committee
410-313-6600

School Planning Committee
Scott Washington, 410-313-6807

Student Walking Route Committee
David Ramsay, 410-313-6726

Technology – Justin Benedict,
410-313-6844

Textbook Selection Committee
Curriculum Coordinator

Curricular Advisory Committees

Bridges Over Howard County
Marty Cifrese, 410-313-7185

Career and Technology Education Career Academies
Sharon Kramer, 410-313-6797

Elementary Curriculum
Ebony Langford-Brown, 410-313-6665

English – Nancy Czarnecki, 410-313-6623

Fine Arts (Art, Dance, Theater)
Gino Molfino, 410-313-6634

Gifted and Talented
Debbie Blum, 410-313-6800

Instructional Technology and Library Media
Melissa Daggett, 410-313-7043

Mathematics – Jon Wray, 410-313-6635

Science – Mary Weller, 410-313-6616

Social Studies
Kimberly Eggborn (Elementary)
410-313-5678

C. Renee Bos (Secondary), 410-313-7489

World Languages – Kimberly Banks,
410-313-5663

Superintendent Advisory Committees

Diversity, Equity and Inclusion Advisory Board — Kevin Gilbert, 410-313-1542

Mental Health Community Subcabinet
Cynthia Schulmeyer, 410-313-7021

Program Innovation Advisory Board
LaRee Siddiqui, 410-313-6608

Special Education Advisory Council
Terri Savage, 410-313-6656

Use of School Facilities

The use of public school facilities by community organizations is encouraged by the Board of Education. Copies of Policy 10020 Use of School Facilities can be found at www.hcpss.org/board/policies/10020.pdf. Facility rental, staffing and energy charges may apply under certain conditions.

For specific information regarding space availability, charges, policy and procedures, visit www.hcpss.org/parents/facilities, or contact the Community Use of School Facilities Office at **410-313-7477**.

Board of Education

The Board of Education includes seven elected members for four-year terms, and a student member elected by a plurality of student voters countywide. Under Maryland law, responsibilities of the Board include:

- Exercising leadership and adopting policies for the operation of local schools.
- Determining educational standards and goals.
- Authorizing curriculum development and revision.
- Allocating money for school operational needs and building programs, and authorizing specific expenditures from county, state and federal sources.
- Expressing and representing the views of the community in matters affecting education.
- Appointing and setting the salaries of the superintendent and, on the recommendation of the superintendent, all professional personnel.
- Interpreting the educational program and needs to the community.
- Acting in a quasi-judicial role in appeal hearings.

Public meetings of the Board of Education are generally held every second and fourth Thursday of the month at 4 p.m. Regular meetings may include two Public Forum sessions, which allow the public to address the Board regarding any education related topic. The meeting agenda may also include hearings, action items, reports, appointments, and a student government report. All meeting schedules are published on BoardDocs, available at www.hcpss.org/board.

The agenda is released three days prior to each regular Board meeting. To obtain an agenda or to review any reports presented to the Board, interested citizens may visit BoardDocs at <http://hcpssne.ws/2pEfPAN> or call the Board office at 410-313-7194.

Public Hearings

Periodically, the Board schedules a meeting to receive public input on a particular issue or policy. These hearings provide time for citizens to present their opinions to the Board in open forum. Citizens may also submit written testimony by mail or email at boe@hcpss.org. Note that written testimony is part of the public record maintained by the Board Office and is posted online in the appropriate part of the agenda following the meeting.

Work Sessions and Special Meetings

The Board also schedules special meetings or public work sessions, as needed, to discuss specific topics. These meetings provide an opportunity for the Board to publicly deliberate and discuss an issue.

Closed Sessions

The Board holds closed sessions to discuss personnel items, matters of litigation and other items as provided for in law. These meetings are held in accordance with the Maryland Open Meetings Law and the Maryland Code.

Contact the Board

Correspondence to school board members may be mailed to:

Howard County Board of Education
Attention: Board of Education Members
10910 Clarksville Pike
Ellicott City, MD 21042

or emailed to: boe@hcpss.org

Board of Education Members



Mavis Ellis
Chair



Kirsten Coombs
Vice Chair



Vicky Cutroneo



Christina Delmont-Small



Jennifer Mallo



Sabina Taj



Chao Wu



Allison Alston
Student Member

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The Howard County Public School System does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy/Girl Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: Manager of Equity Assurance, Howard County Public School System, 10910 Clarksville Pike, Ellicott City, MD 21042, 410-313-6654 (phone), 410-313-1645 (fax). For further information on notice of non-discrimination, visit <http://wdcrobcop01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.