

Middle School Student Code of Conduct and Related Policies

My signature below indicates that I am aware of and have received a copy of the Howard County Public School System Student Code of Conduct, and the summaries and highlights of applicable policies and procedures as listed below. The signed copy of this form will be maintained in the student's file at the school.

- Student Code of Conduct
- Alcohol, Other Drugs, Prescription Medication and Over-the-Counter Products, Policy 9230 p. 23-24
- Attendance, Policy 9010 p. 24
- Bullying, Cyberbullying, Harassment, or Intimidation, Policy 1060 p. 24
- Civility, Policy 1000 p. 24
- Discrimination, Policy 1010 p. 24-25
- Gangs, Gang Activity, and Similar Destructive or Delinquent Group Behavior, Policy 9290 p. 25
- Grading and Report: Middle School, Policy 8010 and High School, Policy 8020 p. 25
- Responsible Use of Technology and Social Media, Policy 8080 p. 25-26
- Safe and Supportive Schools, Policy 1040 p. 26
- Sexual Harassment, Policy 1020 p. 27
- Personal Communication Device Guidelines p. 26
- Student Assault and/or Battery on School Staff, Policy 9270 p. 27-28
- Student Discipline, Policy 9200 p. 28
- Student Dress Code, Policy 9210 p. 28-29
- Student Representation, Policy 9210 p. 29
- Students' Rights and Responsibilities, Policy 9020 p. 29
- Student Search and Seizure, Policy 9260 p. 29
- Student Use and Possession of Tobacco Products, Policy 9240 p. 29-30
- Students Charged with Community or Reportable Offenses, Policy 9280 p. 30
- Trespassing or Willful Disturbance, Policy 3020 p. 30
- Weapons, Policy 9250 p. 30

Student Signature _____

Please Print Your Full Name Here _____

School _____ Grade _____

Parent Guardian Signature _____ Date _____

Updated/Revised: August 2015

Introduction

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. Student disciplinary 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.

Philosophical Statement

Schools should provide the instruction and support necessary to meet students' academic and behavioral needs, and identify fair and developmentally appropriate behavioral expectations for all members of the school community. Educators and other adults in the school should teach students to behave in ways that conform to these policies and contribute to academic success. This is achieved by reinforcing positive behavior, preventing misbehavior before it occurs, supporting students in overcoming challenges, and fostering 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 due process protections when enforcing discipline, and must not allow harsh or exclusionary discipline to disproportionately impact specific groups of students, including but not limited to students of color, students with disabilities, economically disadvantaged students, male students, and LGBTQ students.

Student Responsibilities

Students share responsibility with school staff 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 for all students and staff 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 your studies.
- 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 your 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.

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 will:

- 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, 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.

HCPSS Student Code of Conduct

The following examples constitute a listing of possible responses and interventions that may be used by a 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, so students are respectful, 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> <ul style="list-style-type: none"> Classroom-based Responses (Verbal Correction, Written Reflection/Apology, Reminders/Redirection, Role Play, Daily Progress Sheet Check in with School Counselor/Resource Specialist Parent outreach (contact parent via telephone, e-mail or text) Conference with student Verbal redirection Time out for written reflection/apology Loss of privileges
LEVEL 2	<p>Examples of Classroom, Support, and Removal Responses These responses are designed to teach appropriate behavior, so students behave respectfully, can learn, and contribute to a safe environment. Many of these responses engage the student'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> <ul style="list-style-type: none"> Classroom-based responses (e.g. verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) Parent/Guardian and Student Conference (with Teacher) Parent Outreach (Contact Parent via Telephone, E-mail or Text) Peer Mediation 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, 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> <ul style="list-style-type: none"> Parent/Guardian and Student Conference (with Administrator) Detention Temporary Removal from Class Behavioral Contract Loss of privileges/Removal from Extracurricular Activities Campus clean-up In-school suspension In-school intervention Extended school day
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> <ul style="list-style-type: none"> Restricted access Request for alternative educational setting Referral to Student Support Team Parent/Guardian and Student Conference (w/ Administrator) Loss of privileges/removal from Extracurricular Activities In-school suspension In-school intervention Short-Term Out-of-School Suspension <p>Parent/guardian notification required</p>
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> <ul style="list-style-type: none"> Long-Term Out-of-School Suspension Extended-Out-of-School Suspension Expulsion Request for alternative educational setting Referral to Student Support Team Recommend for further action <p>Parent/guardian notification required</p>

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KEY	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 Permanent or District-School-Led)
	← 1	2	3	4	5 →

Dress Code Violation	Wearing attire 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)			
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) **	
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) **			
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.			
Explosives			Possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device. **	
Extortion		The process of obtaining property from another, with or without that person's consent, by wrongful use of force, fears, or threat. **		
Failure to Serve Assigned Consequences	Failure to serve detention, suspension or other assigned consequences. **			
False Alarms/ Bomb 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. **	
Fighting	A hostile confrontation with physical contact involving two or more students			
Gambling	Wagering money or property.			
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) **	
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)
Indecent Exposure		Exposure to sight of the private parts of the body in a lewd or indecent manner.		
Leaving School Grounds Without Permission			Leaving school grounds during regular school hours without written or verbal permission from a parent or someone listed on the emergency procedure card. **	
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. **	

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

Responses for Violations of Behavior and Discipline Policies

The professional staff at a school has the responsibility for taking appropriate actions when a student is involved in a situation which disrupts the learning environment of a school. When determining the consequences, they take the following into consideration:

- The age-appropriateness of the response.
- 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 or a 504 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.

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.

Corporal Punishment – The Board of Education 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.

Detention – the placement of a student in a supervised school setting during the school day, before or after school, and on Saturdays.

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

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 3 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.

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.

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.

Copies of entire policies are available at www.hcpss.org or can be requested from the Public Information Office at 410-313-6682.



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 (grade point average) is used to determine honor roll attainment. Weighted GPAs are rounded to two decimal places.

Principal's Honor Roll	Straight A's
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 extra-curricular 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. In order to be granted this privilege, students must obtain a student parking permit each school year, which requires students and parents/guardians to annually attend a driver safety session and to pay the \$15 fee for the parking permit. Students must also comply with all school rules related to driving and parking on school property in order to retain this privilege.

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. This 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 twenty (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 forfeit their privilege to attend future dances.

Policies - Student Responsibilities and Behavior

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

A second offense results in a suspension for not more than 45 school days and suspension from attendance at, participation in, and practice for all extracurricular and school-related activities for the remainder of the semester and the next consecutive semester. The student will be referred for mandatory counseling in a licensed addictions program.

Subsequent violations will result in suspension of not less than 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 remainder of the semester and the next consecutive semester. 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:

- 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.

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.
- Intrusive and/or interruptive behavior.
- Displays of temper.
- Harassment and intimidation.
- 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 cooperative agreement, either party involved may cite this policy and notify the other person that they are ending the conversation or the interaction and removing themselves from the situation by ending a phone call, walking out of the room, or requesting the other individual to 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, religion, physical or mental disability, age, gender, marital status, or sexual orientation in its educational program, including co-curricular and extra-curricular activities, and in the workplace.

Students will not create, access, 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.
- 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 School Environments, 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.

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.

Personal Communication Device Guidelines

1. Students must comply with class and school rules and all relevant HCPSS Board Policies.
2. Administration, faculty, and staff may request at any time that students must turn off and put away technology devices. Failure to do so may result in disciplinary action and possible revocation of privileges.
3. Individuals assume full responsibility for their non-HCPSS owned technology devices. This includes the device's safety, security and maintenance.
4. Schools may designate approved personal communication device zones/times on school grounds; however, personal communication devices may not be used in locker rooms or bathrooms at any time.
5. Students must obtain consent from staff and participants before taking, uploading or sharing photos, recording audio, or capturing video during the school day.
6. Any disruption to class or other educational activity may result in disciplinary action.
7. Privileges for personal communication devices vary according to grade level:

Elementary school students are permitted to have personal communication devices in their backpacks during the school day. They must be turned off during school hours. They may use their personal communication devices before or after school hours. Students may use personal communication devices in the front office or classroom with the permission of the classroom teacher/administrator.

Middle school students are permitted to carry personal communication devices with them during the school day. They must be turned off or in silent mode at all times. These devices may not disrupt instruction times and should be put away (in a pocket, backpack, notebook, or locker). Instructional time is defined as from the sound of the class late bell to the sound of the class dismissal bell. Students may use their personal communication device before or after school hours, during lunch, and hallway/transition times. Due to the size of middle school hallways, middle school principals may choose to limit the use of personal communication devices during hallway transitions in an effort to maintain a safe environment.

High school students are permitted to carry personal communication devices with them during the school day. They must be turned off or in silent mode at all times. These devices may not disrupt instructional times and should be put away (in a pocket, backpack, notebook, or locker). Instructional time is defined as from the sound of the class late bell to the sound of the class dismissal bell. High school students may use their personal communication devices before or after school hours, during lunch, and during hallway/transition times.

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.

battery I violation results in suspension of not more than 45 days. A first battery II offense results in a suspension or expulsion. A second battery II offense results in 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)

Effective July 1, 2014, Policy 9200 has been revised to reflect changes to the Code of Maryland Annotated Regulations as they relate to Student Discipline 13A.08.01.11. Updates to Policy 9200, Student Discipline, will be applied in the implementation of the Student Code of Conduct.

The Board of Education recognizes that student discipline regulations should reflect a continuum of progressive discipline and a rehabilitative discipline philosophy with the goals of fostering, teaching, and acknowledging positive behavior and should be designed to keep students connected to school so that they may graduate college and career ready.

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 setting outside of the 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.

- **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 3 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

- **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.

- **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.

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)

Student dress and appearance are the basic responsibility of students and their parents/guardians as long as they are consistent with the school system's responsibility to ensure that school environments are healthy, safe and conducive to student learning. It is a violation of this policy for any student to wear attire that interferes with the educational mission of the schools, is disruptive to the school environment, or that could endanger the health or safety of that student or others during school hours and school activities. This includes, but is not limited to, attire that:

- Unduly exposes or reveals skin or undergarments. This may include: tank tops; halter tops; tops that are strapless, low cut, or expose the midriff; pants worn low or loose that expose skin or undergarments.
- Causes or is likely to cause a substantial or material disruption to school activities or the orderly operation of the school. This may include buttons, display bands, armbands, flags, decals or other badges of symbolic expression.
- Covers the head, including hats, sunglasses, bandanas, hoods and visors, or head coverings of any kind.

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

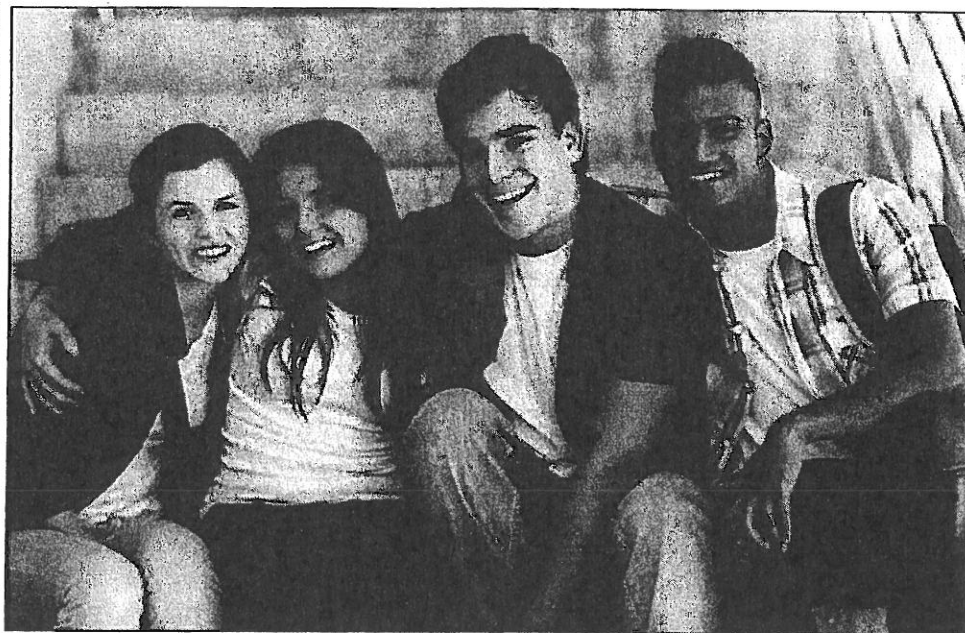
Students Charged with Community or Reportable Offenses (Policy 9280)

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.



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 unlawful for any person to carry or possess any rifle, gun, knife, or deadly weapon of any kind on any public school property in the state of Maryland. 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.