



Student

Code of Conduct

in Montgomery County Public Schools

www.montgomeryschoolsmd.org

Federal and state laws, Montgomery County Board of Education policies, Montgomery County Public Schools (MCPS) administrative regulations, and other guidelines are subject to change and shall supersede the statements and references contained in this publication.

Student Name _____

Address _____

Phone _____





VISION

We inspire learning by providing the greatest public education to each and every student.

MISSION

Every student will have the academic, creative problem solving, and social emotional skills to be successful in college and career.

CORE PURPOSE

Prepare all students to thrive in their future.

CORE VALUES

*Learning
Relationships
Respect
Excellence
Equity*

Board of Education

Ms. Karla Silvestre
President

Ms. Lynne Harris
Vice President

Mrs. Shebra L. Evans

Ms. Grace Rivera-Oven

Mrs. Rebecca K. Smondrowski

Ms. Brenda Wolff

Ms. Julie Yang

Mr. Praneel Suvarna
Student Member

Montgomery County Public Schools (MCPS) Administration

Thomas W. Taylor, Ed.D., M.B.A.
Superintendent of Schools

15 West Gude Drive
Rockville, Maryland 20850
www.montgomeryschoolsmd.org

.....

CONTENTS

Quick Reference Guide iii

Introduction 1

 MCPS Philosophy of Discipline 1

 Student Conduct 2

 MCPS Staff Responsibilities 2

 Parent/Guardian and Community Responsibilities 2

 Restorative Practices, Restorative Justice, and Restorative Schools 3

 Well-Being & Mental Health Resources 3

Procedural Requirements 4

 Application of the Student Code of Conduct 4

 Factors Impacting Behavior Intervention and Safety Decisions 4

 Behavior Intervention Responses 5

 Rights to Continued Access to Instruction 5

 Timelines Associated with Extended Suspensions and Expulsions 5

 Suspension and Expulsion of Students with Disabilities 5

Behavior Interventions 6

Levels of Responses 9

Behavior Intervention Matrix 11

Board of Education Policies and MCPS Regulations Regarding Student Behavior Intervention, Safety, and Well-Being 23

MCPS Nondiscrimination Statement Back Cover

QUICK REFERENCE GUIDE RESOURCES FOR STUDENTS

CRISIS HOTLINES

24-hour information, Referrals, and Supportive Conversation

Montgomery County Crisis Hotline/EveryMind/ **988**
and <https://www.every-mind.org/>

Provides a staffed hotline as well as a 24-hour chat box on their website.

Montgomery County Crisis Center **240-777-4000**

The Crisis Center provides free crisis support services 24/7 for individuals who are experiencing a mental health crisis.

Trevor Project. **866-488-7386; Text 678 678**

Youth Crisis Hotline of Montgomery County **988**

Provides confidential and anonymous support by trained counselors through a 24-hour telephone active listening and referral service.

TO REPORT SAFETY AND SECURITY CONCERNS

MCPS Office of Security and Compliance. . **240-740-3066**

The MCPS office responsible for ensuring the safety of MCPS schools and offices.

MCPS Student Welfare and Compliance: SWC@mcpsmd.org or TitleIX@mcpsmd.org. **240-740-3215**

The MCPS districtwide Title IX coordinator and districtwide child abuse and neglect contact. The Student Welfare and Compliance (SWC) web page is at <https://www.montgomeryschoolsmd.org/compliance/>. SWC works collaboratively with schools, the Office of the General Counsel and other MCPS offices, and community agencies to ensure consistency and coherence with implementation of policies, regulations, and guidelines, such as issues related to human relations; bullying, harassment (including Title IX sexual harassment), and intimidation; recognizing and reporting child abuse and neglect; incidents of hate-bias, hazing, and student gender identity.

MCPS Cyber Safety dropbox: . **CyberSafety@mcpsmd.org**
Dropbox to report inappropriate online activity within MCPS.

The Cyber Tipline **1-800-843-5678**

A 24/7 hotline to report suspected online enticement of children for sexual acts, extra-familial child sexual molestation, child pornography, child sex tourism, child sex trafficking, unsolicited obscene materials sent to a child, misleading domain names, and misleading words or digital images on the Internet.

Safe Schools Maryland Hotline **833-MD-B-Safe (833-632-7233)**

A 24/7 anonymous and free reporting system available to students, teachers, school staff members, parents, and the general public to report any school or student safety concerns, including mental health concerns. Information about incidents is shared with the appropriate offices at Montgomery County Public Schools, respecting anonymity of the caller.

Montgomery County Child Protective Services, Department of Health and Human Services (24 hours) **240-777-4417 or 240-777-4815 TTY**

A 24/7 reporting hotline to report suspected child abuse or neglect to Montgomery County Child Protective Services.

Montgomery County Adult Protective Services for Vulnerable Adults . **240-777-3000, 240-777-4815 TTY**
A 24/7 hotline to report suspected adult abuse and neglect.

Montgomery County Police Department, Special Victims Investigation Division (24 hours) . . . **240-773-5400**

A 24/7 hotline to report sex crimes against children and adults, physical child abuse, runaways, missing children, felony domestic violence, elder abuse/vulnerable adult abuse, and registration violations of sex offenders to Montgomery County Police Department.

Montgomery County Police: Drug and Gang Tip Hotline. . . **240-773-GANG (4264) or 240-773-DRUG (3784)**

A 24/7 hotline to leave an anonymous tip with information relating to illegal drug/gang activities in Montgomery County.

MCPS RESOURCES

Countywide Student Government
www.montgomeryschoolsmd.org/departments/student-leadership

Director, Student Leadership and Extracurricular Activities. **240-740-3977**

Student Member of the Board
www.montgomeryschoolsmd.org/boe/members/student.aspx

Office of the Board of Education. **240-740-3030**

Chief of the Office of School Support and Improvement . . . **240-740-3100**

Associate Superintendent, Well-being and Student Services **240-740-5630**

Section 504 Resolution and Compliance . **240-740-3230**

MONTGOMERY NONEMERGENCY RESOURCES

Montgomery County Police Nonemergency Line. **301-279-8000**

Montgomery County Health and Human Services Information Line
Contact the Department of Health and Human Services General Information **311, 301-251-4850 TTY**
Outside Montgomery County Residents . **240-777-0311**

MCPS INFORMATION AND EMERGENCY ANNOUNCEMENTS

Stay Connected to MCPS www.montgomeryschoolsmd.org
For systemwide information and emergency announcements:

MCPS on Twitter www.twitter.com/mcps

MCPS en Español www.twitter.com/mcpsespanol

MCPS on Facebook www.facebook.com/mcpsmd

MCPS en Español www.facebook.com/mcpsespanol

Alert MCPS . www.montgomeryschoolsmd.org/alertMCPS



MCPS INFORMATION AND EMERGENCY ANNOUNCEMENTS (CONTINUED)

MCPS QuickNotes Email Messages and Newsletter. www.mcpsQuickNotes.org

Ask MCPS Information Service

Telephone. 240-740-3000
Spanish Hotline 240-740-2845
Email. AskMCPS@mcpsmd.org

MCPS Public Information Office 240-740-2837

MCPS Television www.mcpsTV.org;
Comcast 34, 998; RCN 89, 1058; Verizon 36

Recorded Emergency and Weather Information 301-279-3673

MCPS RESOURCES ON THE WEB
www.montgomeryschoolsmd.org

Search:

- MCPS School Directory
- MCPS Staff Directory
- MCPS Strategic Plan
- Athletics
- Be Well 365
- Board of Education
- Bullying, Harassment, and Intimidation
- Bus Routes
- Child Abuse and Neglect
- College and Career Center
- Common Sense Education
- Course Bulletin
- Cybercivility and CyberSafety
- Diploma Requirements
- Gangs and Gang Activity

MCPS RESOURCES ON THE WEB (CONTINUED)
www.montgomeryschoolsmd.org

- Grading and Reporting
- Guidelines for Respecting Religious Diversity
- Guidelines for Student Gender Identity
- Lunch Menus
- Maryland High School Assessments
- Nondiscrimination
- Online Pathway to Graduation
- Physical Education
- Policies and Regulations
- Psychological Services
- Pupil Personnel Services
- Reporting Allegations of Child Abuse and Neglect
- Restorative Justice
- School Counseling Services
- School Health Services
- School Safety
- Sexual Harassment
- Social Media Digital Citizenship
- Special Education
- Special Programs
- Strategic Planning
- Student Code of Conduct
- Student eLearning
- Student Privacy
- Student Service Learning
- Suicide Prevention
- Summer School

INTRODUCTION

Montgomery County Public Schools (MCPS) strives to create positive school climates where students, parents/guardians, and staff work together respectfully to maintain an orderly and safe learning environment, focused on teaching and learning. The Montgomery County Board of Education Policy JGA, *Behavior Intervention, Safety, and Well-being Plan*, provides a philosophy of behavior intervention that is rehabilitative, restorative, and educational. Behavior intervention is to be implemented equitably with clear, appropriate, and consistent expectations and consequences to address student behavior that is not aligned with MCPS's expectations to maintain a positive school climate, in either the in-person or virtual instructional environment. Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, further affirms the expectation of “the equitable administration of disciplinary consequences as one of the essential components to equitable access to educational opportunities in schools.”

The purpose of the *Student Code of Conduct* is to set expectations for positive behavior and promote fairness and equity in discipline through clear, appropriate, and consistent application of behavior intervention consequences. The *Student Code of Conduct* reflects a philosophy of behavior intervention with protocols for appropriate responses when actions are required to address student misconduct, and remedy and restore an orderly and safe learning environment, focused on teaching and learning. Protocols for addressing student misconduct are aligned with federal and state requirements as well as Board policies and MCPS regulations.

This *Student Code of Conduct* is a living document, and MCPS is committed to engaging with students, parents/guardians, staff, and our entire community to refine our disciplinary practices to reflect our core values of Learning, Relationships, Respect, Excellence, and Equity. This work continues to be informed by a growing body of educational research indicating that suspending or expelling students, except as a last resort, has little or no positive impact on improving student behavior or school safety. In addition, we know that when students lose valuable instructional time, it makes it even more difficult for them to be successful. Building on MCPS's longstanding commitment to equity, and in alignment with Maryland law, MCPS is continuing its work to embed restorative practices and restorative justice as part of our schools' culture, climate, and expectations. MCPS is firmly committed to its work in this area, activating community resources to expand our efforts, and to provide professional development programming and skills-development activities to both staff and students, with a view to fostering improved classroom and school management. MCPS seeks to ensure that students learn from their mistakes and make appropriate amends when their behavior affects others.

We believe that MCPS is safest and the most successful when everyone—students, parents/guardians, and staff alike—collaborates, values, and respects each other's roles, and is invested in common-sense behavior intervention practices that allow all to work together respectfully to maintain an orderly and safe learning environment, focused on teaching and learning.

■ MCPS Philosophy of Discipline

The Montgomery County Board of Education Policy JGA, *Behavior Intervention, Safety, and Well-being Plan*, sets forth the expectation that MCPS schools will be positive, respectful, orderly, and safe learning environments necessary for effective learning: increase student engagement; boost student achievement; and proactively foster positive school cultures and climates that prevent student misbehavior, when possible, before it occurs.

In addition to a student's home, schools are communities in which positive behavior is expected, modeled, and learned within an environment of mutual respect and dignity, necessary for effective learning.

In order to grow into healthy, productive adults, students require respectful learning environments where every person is a valued member of the community and

is trusted to contribute positively to its creation and maintenance. When that community is disrupted, educational leaders seek to understand, acknowledge, and address the causes underlying the disruptions, the learning environment is restored, and students are afforded opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted by their conduct.

MCPS utilizes a restorative relationship-focused approach to discipline that affords students opportunities to learn from their mistakes, correct any harm that results from their behavior, and restore relationships that are disrupted by their conduct.

MCPS believes that learning appropriate behavior is a developmental process with effective strategies that meet students' varied behavioral and developmental needs with tiered responses and interventions. A continuum of

instructional strategies and disciplinary responses supports teaching and learning, fosters positive behaviors, and reflects a restorative discipline philosophy. Restorative practices are preventative and proactive; emphasize building strong relationships and setting clear behavior expectations that contribute to the well-being of the school community; respond to behavior that violates the clear behavioral expectations that contribute to the well-being of the school community; focus on accountability for any harm done by the problem behavior; and address ways to repair the relationships affected by the problem behavior with the voluntary participation of an individual who was harmed.

MCPS behavior intervention practices are designed to engage students in the classroom so that students may graduate from MCPS college and career ready.

The primary purpose of any behavior intervention should be rehabilitative, restorative, educational, and administered in a way to keep students within their regular academic program to the greatest extent practicable. MCPS shall employ a continuum of behavior interventions, including the use of appropriate de-escalation strategies and techniques designed to maintain a positive environment that is conducive to learning and supports academic achievement. Suspensions and expulsions are to be used only as a last resort.

■ Student Conduct

Students shall be provided with expectations about how they should conduct themselves at school, at school-sponsored events, and on MCPS buses and other MCPS vehicles. Many teachers directly engage students in the process of developing class codes of conduct, an important opportunity for students to agree on a few clear statements of how they will treat others and, more important from a student's perspective, how they would like others to treat them.

The following list is a starting point for engaging students in the process of setting positive expectations for conduct in an environment of mutual respect and dignity:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately, and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict and obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts peacefully on my own.
4. I seek to correct any harm that I have caused to others in the school community.
5. I take pride in promoting a safe and clean learning environment at my school.

■ MCPS Staff Responsibilities

MCPS staff will work to create positive, supportive, safe, and welcoming school environments, for all students and adults, that are conducive to teaching and learning. They will be the caring adults in schools, who play an important role in building strong relationships with students, which facilitates students' connection to school and decreases their likelihood of engaging in disruptive behaviors. All school staff members will seek ways to develop meaningful relationships with students, because students who have meaningful relationships with an adult in their school are less likely to engage in disruptive behaviors in class, be absent, or drop out of school.

MCPS staff members will do the following:

1. Establish clear expectations for behavior and take an instructional approach to discipline.
2. Reward and acknowledge positive and appropriate conduct by students.
3. Strive to recognize and eliminate bias and disproportionality in discipline, and administer discipline rules consistently, fairly, and equitably.
4. Involve families, students, staff members, and the community in the process of fostering positive behavior and student engagement.
5. Ensure clear, developmentally and age-appropriate, and proportional consequences are applied to misbehavior in a way that supports personal growth and learning opportunities for all students.
6. Include appropriate procedures for students with disabilities and due process for all, consistent with federal and state requirements.
7. Remove students from the classroom only as a last resort, and return students to class as soon as possible.

■ Parent/Guardian and Community Responsibilities

Parents/guardians should talk with their children about appropriate conduct at school and help their children be active participants in creating and promoting a positive, supportive, safe, and welcoming school environment that is conducive to teaching and learning.

Parents/guardians should work collaboratively with MCPS staff to address behavioral problems that their children may experience and actions directed at their child.

Parents/guardians also should work with schools to help their children access supportive groups or programs designed to improve their conduct, such as counseling, after-school programs, and mental health services within the school and community.

MCPS encourages community-based organizations and agencies to partner with schools on initiatives to create positive, safe, supportive, and welcoming environments.

They are encouraged to provide supportive services, mentoring, and other resources to assist school staff in implementing restorative practices and addressing student discipline matters, consistent with the expectations in this *Student Code of Conduct*.

■ Restorative Practices, Restorative Justice, and Restorative Schools

Maryland law requires school systems discipline regulations to provide for restorative approaches. The law requires that the primary purpose of any disciplinary measure is rehabilitative, restorative, and educational and requires that—

- methods be primarily proactive and preventative,
- there is emphasis on relationships and expectations,
- there is accountable responses to the harm, and
- there is a focus on repairing relationships.

Building on MCPS’s commitment to equity, we continue to work to embed equity, restorative practices, restorative justice, and trauma-informed care and rehabilitation as part of our schools’ culture, climate, and expectations.

Restorative practices are a continuum of relationship-focused processes that include preventative, proactive, and responsive measures for both staff and students. These processes together build healthy relationships and create a sense of, and a commitment to, community. This helps to prevent and address conflict and wrongdoing, as follows:

1. Involve and empower the affected community; however, participation is always voluntary.
2. Challenge the mindsets of all involved to examine their roles, attitudes, beliefs, and behaviors specifically around wrongdoing.
3. Use techniques to proactively build community, such as recognizing and celebrating desirable community actions and behaviors, and establishing community expectations.

Restorative practices do not negate the need for behavior intervention consequences; rather, they enable students to examine their attitudes and behaviors in a supportive environment, while working to repair harm in a way that is meaningful to those who were affected.

In alignment with Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, school safety measures should not reinforce biases against, or rely on the profiling of, students based on their actual or perceived personal characteristics. When employed with fidelity, restorative practices encourage a positive school climate that promotes and sustains leadership, teaching, and learning.

Restorative Justice is a philosophy that challenges members of a school community to—

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

Unlike using only the traditional approach to discipline, which focuses on blame, broken rules, and punishment, Restorative Justice asks three very different questions:

1. Who was hurt?
2. What are the needs of those affected and what needs to be done to repair the harm?
3. Who has the obligation to address these needs, repair the harm, and restore the relationship?

Restorative Justice is not a specific program or curriculum. It is a mindset shift that requires diligence for adoption, implementation, and adaptation. This change in mindset is essential to creating truly restorative school communities, where the focus is on relationships, collaboration, and engagement among students, staff, families, and the greater school community.

MCPS has brought districtwide training on restorative approaches to all school-based staff members as a part of required compliance trainings. Every school receives a stipend in order to identify a Restorative Justice coach in their building to continue the professional development, implementation and evaluation of Restorative Justice throughout the school year.

It is our belief, supported by research, that restorative approaches reduce recidivism among students and provide a safe and healthy community in which staff and students thrive.

■ Well-Being & Mental Health Resources

Well-being and mental health resources are available for all students—for those who have been harmed, have harmed or has witnessed harm. Students should reach out to their school administrator for guidance on school-based support staff and resources.

PROCEDURAL REQUIREMENTS

■ Application of the Student Code of Conduct

The behavior intervention consequences set forth in the Montgomery County Public Schools (MCPS) *Student Code of Conduct* apply to students at all times, while they are on MCPS property or attending an MCPS event. MCPS property includes any school or other MCPS facility, including grounds owned or operated by MCPS, MCPS buses and other MCPS vehicles, and the facility and grounds of any MCPS-sponsored activity involving students. Student conduct occurring outside school hours and away from school property may be subject to disciplinary action if the principal reasonably believes that the conduct threatens the health or safety of students or staff in the school setting or if conduct causes or is reasonably expected to cause substantial disruption or material interference with school activities.

Behavior intervention should be commensurate and appropriate to the related offense and encourage student learning and development. If a student has to do academic work as part of that action, the goal is to teach something of value that is related to the class the student is taking. It cannot be simply punitive. A teacher cannot assign such work as a consequence, regardless of whether the student knows it or not. Rote work also is not allowed as a consequence. A teacher cannot make a student write a sentence over and over or copy from a dictionary. Writing a paper explaining why the student's actions were wrong is an example of an acceptable academic action.

Grades will never be adjusted as a form of behavior intervention. However, according to MCPS Regulation IKA-RA, *Grading and Reporting*, if a student is engaged in academic dishonesty, the teacher may assign a zero.

Recess may only be withheld, at the discretion of the principal/designee, when students' safety is a concern (such as equipment or facility repairs or severe weather) and/or a child is at risk of harm to self or others. In addition, MCPS staff may not withhold food or food-related incentives as a disciplinary consequence.

An entire group of students cannot be disciplined for the actions of some members of the group. For example, if one student disrupts class, the teacher cannot give everyone in the class detention. This rule applies even if the person responsible for the actions is unknown.

A student can never be punished physically. However, under Maryland law, MCPS personnel may use reasonable force¹ to break up a fight, prevent violence, or restrain a disruptive student on school premises or during a school-sponsored trip. The use of physical restraint is prohibited in MCPS, except under limited circumstances specified in MCPS Regulation JGA-RA, *Student Behavior Interventions*. Effective July 1, 2022, Maryland

law expressly prohibits the use of seclusion under any circumstances in all public schools.

¹A more detailed description of what constitutes reasonable force is set forth in MCPS Regulation COB-RA, *Incident Reporting*.

■ Factors Impacting Behavior Intervention and Safety Decisions

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

1. The student's age (in Grades PreK-3, suspension and expulsion generally should not be used).²
2. Previous serious behavior intervention infractions (including the nature of any prior misconduct, the number of prior instances of misconduct, and the progressive disciplinary measures implemented for such misconduct).
3. Cultural or linguistic factors that may provide context to understand student behavior.
4. The circumstances surrounding the incident.
5. Imminent threat of serious harm.
6. Other mitigating or aggravating circumstances such as references to, or the inclusion of, language or the display of images and/or symbols that promote hate or discrimination, based on personal characteristics identified in Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, including racial slurs, that can be reasonably expected to cause substantial disruption of school or district operations or activities. This prohibition will not be used, however, to prevent responsible discussion of such language, images, or symbols for educational purposes.

Using language or displaying images and/or symbols that promote hate may be considered as a factor that elevates the level of disciplinary response to incidents that include, but are not limited to, bullying, harassment or intimidation, or destruction of property.

²Under state law, there are heightened restrictions on the suspension and expulsion of Pre-K-2 students. Principals/designees must consult with a school psychologist or other mental health professional to determine if there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through other interventions and supports. If the school principal/designee decides to proceed with a suspension, the principal/designee must contact the appropriate director of learning, achievement, and administration in the Office of School Support and Improvement for approval. The length of suspension may not exceed five school days. Expulsions are limited to circumstances required by federal law. See MCPS Regulation JGA-RB, *Suspension and Expulsion*.

■ Behavior Intervention Responses

MCPS uses a continuum of instructional strategies and behavior intervention responses to support teaching and learning.

The pages that follow establish levels of responses to defined disciplinary infractions, as follows:

1. Behavior Interventions
2. Levels of Responses
3. Behavior Intervention Matrix

■ Rights to Continued Access to Instruction

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

1. Each student suspended or expelled out of school who is not placed in an alternative instructional program shall receive daily classwork and assignments from each teacher, which shall be reviewed and corrected by teachers on a weekly basis and returned to the student.
2. Each principal shall assign a school staff member to be the liaison between the teachers and the various students on out-of-school suspension or expulsion and to communicate weekly about classwork assignments and school-related issues by phone or email with those out-of-school suspended/expelled students and their parents/guardians.
3. Students who receive short-term suspensions (up to three days) will have the opportunity to complete the academic work they missed during the suspension period without penalty. Schools will provide all students who receive short-term suspensions and their parents/guardians with the contact information for a staff member who will be responsible for ensuring that this requirement is met. All other aspects of the process for a suspended student receiving missed assignments, completing missed assignments, and making up tests shall be identical with each school's established policy and practice for make-up work in the event of any other excused absence.

■ Timelines Associated with Extended Suspensions and Expulsions

Maryland law establishes timelines that must be followed when suspending or expelling students for more than 10 school days. MCPS addresses these timelines in MCPS Regulation JGA-RB, *Suspension and Expulsion*, and MCPS Regulation JGA-RC, *Suspension and Expulsion of Students with Disabilities*.

MCPS has the authority and reserves the right to reassign a student to a different school or alternative instructional program for disciplinary reasons. If a student is assigned to an alternative instructional program for disciplinary reasons, it will be considered an extended suspension or expulsion, depending on the duration, except as otherwise described in MCPS Regulation JGA-RC, *Suspension and Expulsion of Students with Disabilities*.

■ Suspension and Expulsion of Students with Disabilities

Federal law sets forth the due process rights of students with disabilities who are recommended for suspension or expulsion. These rights are fully explained in MCPS Regulation JGA-RC, *Suspension and Expulsion of Students with Disabilities*.

For additional information, please read the specific laws, policies, and regulations referenced within this booklet. Board policies and MCPS regulations are available at www.montgomeryschoolsmd.org/departments/policy. In addition, school administrators have copies of these documents, and they are available in the school's media center.

BEHAVIOR INTERVENTIONS

Behavioral Contract	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
Check-in with School Counselor/Resource Specialists	Student is prompted by school staff to have an informal check-in with a school counselor, resource teacher, school psychologist, school social worker, or coach who has a relationship with the student.
Classroom-based Responses	Prompting students to reflect on their behavior using classroom strategies such as timeout, teacher-student conference, reflection chair, redirection (e.g., role play), seat change, parent outreach, loss of classroom privilege, or apology letter.
Community Service	Allowing students to participate in an activity that serves and benefits the community (e.g., working at a soup kitchen, cleaning up public spaces, in school or elsewhere, or helping at a facility for the elderly).
Conflict Resolution	(School-based or Outside-facilitated) Using strategies to assist students in taking responsibility for resolving conflicts peacefully. Students, parents/guardians, teachers, school staff, and/or principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
Detention	Requiring a student to report to a designated classroom before school, during lunch, during a free period, after school, or on the weekend for a set period of time. Schools should strive to notify parents/guardians before students serve detention.
Expulsion	The exclusion of the student from the student's regular school program for 45 school days or longer, with notice to the parent/guardian, which may occur only under the following circumstances: <ol style="list-style-type: none">1. The superintendent of schools' designee has determined that the student's return to school prior to the completion of the expulsion period poses an imminent threat of serious harm to other students or staff;2. The superintendent of schools' designee limits the duration of the exclusion to the shortest period practicable; and3. The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student's regular academic program. COMAR 13A.08.01.11(B)(2)(a -c).
Functional Behavioral Assessment and Behavioral Intervention Plan	A Functional Behavioral Assessment (FBA) (MCPS Form 336-64) gathers information about a student's inappropriate or disruptive behavioral patterns and determines approaches that school staff should take to correct or manage that behavior. The information is then used to develop a Behavioral Intervention Plan (using MCPS Form 336-65) for the student. Using an FBA, a school staff team and the student's parent/guardian develop appropriate behavioral goals and interventions to prevent and respond to the problem behavior and strategies to teach replacement or alternative behavior.
In-school Intervention	Removing a student within the school building from their regular education program but the student is still afforded the opportunity to continue to— <ol style="list-style-type: none">(i) appropriately progress in the general curriculum;(ii) receive the special education and related services specified in the student's IEP, if the student is a student with a disability in accordance with the law;(iii) receive instruction commensurate with the program afforded to the student in the regular classroom; and(iv) participate with peers as they would in their current education program to the extent appropriate. COMAR 13A.08.01.11(C)(2)(a).
Mentoring Program	(Informal and/or preventative school-based) Pairing students with mentors (e.g., counselor, teacher, staff member, fellow student, or community member) who help their personal, academic, and social development.

BEHAVIOR INTERVENTIONS (CONTINUED)

Parent Outreach	Informing parents/guardians of their children’s behavior and, in the context of discipline, seeking their assistance in correcting inappropriate or disruptive behavior.
Parent/Guardian and Student/Teacher Conference	Involving students, parents/guardians, teachers, school staff, and/or principals in discussion about the student’s behavior and potential solutions that address social, academic, and personal issues related to the behavior.
Peer Mediation	Employing a form of conflict resolution in which trained students serve as mediators and help their peers deal with and develop solutions to conflicts.
Recommend for Further Action	Recommending a student to a school administrator(s) for long-term suspension, expulsion, referral to alternative instructional, or contact with law enforcement.
Referral to Alternative Education	Recommending a student to a school administrator(s) for placement in an alternative program, consistent with MCPS Regulation IOI-RA, <i>Placement Procedures for Alternative Programs</i> .
Referral to Appropriate Substance Abuse Counseling Services	In consultation with principal or designee, referring students to services, both in and out of school, such as a local health department or a community-based service for counseling related to substance abuse.
Referral to Community-based Organizations	In consultation with principal or designee, referring students for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.
Referral to Health/Mental Health Services	In consultation with principal or designee, referring students to school-based or community-based health and mental health clinics or other social services for the purpose of providing counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success, and discuss goals and learn techniques that help them overcome personal challenges. These services may include anger-management classes and formal or informal behavior coaching.
Referral to Student Support Team	In consultation with principal or designee, bringing together a student support team that may include school counselors, pupil personnel workers, teachers, principals, social workers, health services, mental health clinicians, school psychologists, and external agency representatives under a case manager to help develop prevention and intervention techniques and alternative strategies designed to improve student outcomes. If the behavior does not improve after implementation of the plan created by the student support team, the team may request a placement review for an alternative program, consistent with MCPS Regulation IOI-RA, <i>Placement Procedures for Alternative Programs</i> .
Removal from Extracurricular Activities/Loss of Privileges	In consultation with principal or designee, revoking a student’s privilege to participate in extracurricular activities, including sports and clubs, or revoking a student’s privilege to participate in school events or activities, such as attending a field trip or participating in a school dance. If the behavior warrants this consequence, any monies paid by the student for the missed activity should be refunded, if possible.
Restitution	<p>Requiring a student to compensate others for any loss, damage, or injury that has resulted because of a student’s behavior. Compensation may be made monetarily or by a student’s assignment to a school work project, or both.</p> <p>Pursuant to COMAR 13A.08.01.11(D), if a student violates a state or local law or regulation and, during or as a result of the commission of that violation, damaged, destroyed, or substantially decreased the value of school property or property of another that was on school property at the time, the principal shall require the student or the student’s parent/guardian to make restitution after a conference on the matter with the student, the student’s parent/guardian, and other appropriate individuals. Monetary restitution shall not exceed \$2,500 or the fair market value of the property, whichever is less.</p>

BEHAVIOR INTERVENTIONS (CONTINUED)

Restorative Practices	(Classroom-based or specialist-facilitated) Restorative Practices are used proactively to establish and maintain a positive school climate and establish a structured approach to teaching appropriate social skills. Restorative Practices employ interventions, responses, and practices designed to identify and address the harm caused by an incident, including harm to a person, and to develop a plan for the student who caused the harm to heal and correct the situation. See MCPS Regulation JGA-RB, <i>Suspension and Expulsion</i> , for more information.
School-based or Community Conferencing	Bringing together students, school staff, and others involved in a conflict to discuss the topic, resolve issues, and propose solutions (e.g., “Daily Rap,” “Morning Meetings”).
Suspension (Short-term, Out-of-School)	The removal of a student from school for up to, but no more than, three school days for disciplinary reasons by the principal, with notice to the parent/guardian.
Suspension (Long-term, Out-of-School)	The removal of a student from school for a time period between 4 and 10 school days for disciplinary reasons by the principal, with notice to the parent/guardian.
Suspension (In-school)	The removal within the school building of a student from the student’s current education program for up to, but not more than, 10 school days in a school year for disciplinary reasons by the school principal, with notice to the parent/guardian.
Suspension (Extended, Out-of-School)	<p>The exclusion of a student from a student’s regular school program for an extended suspension (for a time period between 11 and 45 school days), with notice to the parent/guardian, which may occur only under the following circumstances:</p> <ol style="list-style-type: none">1. The superintendent of schools’ designee, has determined that—<ol style="list-style-type: none">a. the student’s return to school prior to the completion of the suspension period would pose an imminent threat of serious harm to other students and staff; orb. the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.2. The superintendent of schools’ designee limits the duration of the exclusion to the shortest period practicable.3. The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote a successful return to the student’s regular academic program.
Temporary Removal from Class	Removing students within the school building from their regular education program for up to, but not more than, one class period.

LEVELS OF RESPONSES

Consequences can be tailored to address individual circumstances; therefore, they may be listed below in more than one level.

LEVEL 1	Examples of Classroom and Teacher-led Responses	
	<p>These responses are designed to teach appropriate behavior so that students are respectful and can learn and contribute to a safe environment. Teachers are encouraged to implement 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 response and change the conditions that contribute to the student’s inappropriate or disruptive behavior. These responses should be used in a graduated 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) • Detention • Restorative practices (classroom-based) • Peer mediation • School-based conflict resolution • School-based conferencing • Parent/guardian outreach (contact parent/guardian via telephone, email, or text) • Informal and/or preventative school-based mentoring • Check-in with school counselor/resource specialists 	
LEVEL 2	Examples of Teacher-led/referred and Administrative Supported Responses	
	<p>These responses are designed to teach appropriate behavior so that students are respectful and can learn and contribute to a safe environment. Many of these responses engage the student’s support system and are designed to alter conditions that contribute to the student’s inappropriate or disruptive behavior. These responses aim to correct behavior by stressing its severity and acknowledging potential implications for future harm, while still keeping the student in school. These responses should be used in a graduated fashion. A teacher referral for administrative support is required for any serious incident or other incident that may impact or implicate the health or well-being of students.</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center; width: 50%; vertical-align: top;"> <p>TEACHER-LED <i>May be implemented at classroom level</i></p> <ul style="list-style-type: none"> • Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Behavioral contract • Parent/guardian outreach (contact parent/guardian via telephone, email, or text) • Check-in with school counselor/resource specialists • Detention • Temporary removal from class • Parent/guardian and student conference (with teacher) • Informal and/or preventative school-based mentoring • Restorative practices (classroom-based or facilitated by Restorative Justice coach, specialist, or school administrator) </td> <td style="text-align: center; width: 50%; vertical-align: top;"> <p>TEACHER-REFERRED <i>Implemented with administrative support</i></p> <ul style="list-style-type: none"> • Functional Behavioral Assessment/Behavioral Intervention Plan • Referral to appropriate substance-abuse counseling services • Referral to community-based organization • Referral to health/mental health services • Restorative practices (classroom-based or facilitated by Restorative Justice coach, specialist, or school administrator) • Loss of privileges/removal from extracurricular activities • Restitution • Community service • School-based or outside facilitated conflict resolution • School-based or community conferencing • Peer mediation • Referral to student support team </td> </tr> </table>	<p>TEACHER-LED <i>May be implemented at classroom level</i></p> <ul style="list-style-type: none"> • Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Behavioral contract • Parent/guardian outreach (contact parent/guardian via telephone, email, or text) • Check-in with school counselor/resource specialists • Detention • Temporary removal from class • Parent/guardian and student conference (with teacher) • Informal and/or preventative school-based mentoring • Restorative practices (classroom-based or facilitated by Restorative Justice coach, specialist, or school administrator)
<p>TEACHER-LED <i>May be implemented at classroom level</i></p> <ul style="list-style-type: none"> • Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Behavioral contract • Parent/guardian outreach (contact parent/guardian via telephone, email, or text) • Check-in with school counselor/resource specialists • Detention • Temporary removal from class • Parent/guardian and student conference (with teacher) • Informal and/or preventative school-based mentoring • Restorative practices (classroom-based or facilitated by Restorative Justice coach, specialist, or school administrator) 	<p>TEACHER-REFERRED <i>Implemented with administrative support</i></p> <ul style="list-style-type: none"> • Functional Behavioral Assessment/Behavioral Intervention Plan • Referral to appropriate substance-abuse counseling services • Referral to community-based organization • Referral to health/mental health services • Restorative practices (classroom-based or facilitated by Restorative Justice coach, specialist, or school administrator) • Loss of privileges/removal from extracurricular activities • Restitution • Community service • School-based or outside facilitated conflict resolution • School-based or community conferencing • Peer mediation • Referral to student support team 	

LEVELS OF RESPONSES (CONTINUED)

LEVEL 3	Examples of Administrative Supported and/or Removal Responses
	<p>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 in-school suspensions or in-school interventions. Such a removal should be limited as much as practicable without undermining its ability to adequately address the behavior. These responses should be used in a graduated fashion with administrative support.</p> <ul style="list-style-type: none"> • Classroom-based responses (e.g., verbal correction, written reflection/apology, reminders/redirection, role play, daily progress sheet) • Behavioral contract • Community service • Parent/guardian and student conference (with administrator) • Informal/preventative/formal mentoring • Referral to community-based organization • Referral to student support team • Detention • Temporary removal from class • In-school suspension • In-school intervention • Community conferencing • Functional Behavioral Assessment/Behavioral Intervention Plan • School-based or outside facilitated conflict resolution • Referral to appropriate substance abuse counseling services • Referral to health/mental health services • Restorative practices (classroom-based or specialist-facilitated) • Loss of privileges/removal from extracurricular activities • Restitution
LEVEL 4	Examples of Administrative Supported, and Short-term Out-of-school Exclusionary Responses
	<p>These responses address serious behavior while keeping the student in a school. When necessary, due to the nature of the behavior or potential implications for future harm, a student may be removed from the school environment. These responses promote safety of the school community by addressing self-destructive and dangerous behavior and should be used in a graduated fashion, with administrative support.</p> <ul style="list-style-type: none"> • Parent/guardian and student conference (with administrator) • Loss of privileges/removal from extracurricular activities • Restitution • In-school suspension • Functional Behavioral Assessment/Behavioral Intervention Plan • Formal mentoring program • Short-term out-of-school suspension (1–3 days) • Restorative practices (classroom-based or specialist-facilitated)
LEVEL 5	Examples of Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses
	<p>These responses remove a student from the school environment for an extended period of time because of the severity of the behavior and potential implications for future harm. They may involve the placement of the student in a safe environment that provides additional structure and services. These responses promote the safety of the school community by addressing self-destructive and dangerous behavior and should be used in a graduated fashion, with administrative support.</p> <ul style="list-style-type: none"> • Restorative practices (classroom-based or specialist-facilitated) • Recommend for further action • Referral to alternative education • Referral to student support team • Restitution • Loss of privileges/removal from extracurricular activities • Out-of-school suspension <ul style="list-style-type: none"> • Long-term (4–10 days) • Extended (11–44 days) • Expulsion (exclusion from regular program for 45 days or longer)

BEHAVIOR INTERVENTION MATRIX

This Behavior Intervention Matrix is based on the work of the Maryland State Board of Education Code of Conduct. Some revisions have been made to conform to the behavior intervention, safety, and well-being philosophy and current practice of MCPS, as well as input from stakeholders. The matrix provides a suggested continuum of tiered responses to inappropriate or disruptive student behavior. School staff have discretion to make disciplinary decisions that consider the totality of the circumstances and are consistent with the discipline philosophy, Board policies, MCPS regulations as well as applicable federal and state laws. The matrix contains a list of potential inappropriate or disruptive behaviors (identified by state suspension code) and the appropriate interventions or consequences. It is meant to be utilized together with the preceding glossary and chart describing five different graduated levels of support, removal, and administrative responses to students' inappropriate or disruptive behaviors.

As set forth in Board Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*, discrimination will not be tolerated. It impedes MCPS' ability to discharge its responsibilities to all students and staff, and achieve our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language, and/or display of images and symbols that promote hate and can reasonably be expected to cause substantial disruption of school or district operations or activities. Using language or displaying images and/or symbols that promote hate may be considered a factor that elevates the level of disciplinary response to certain incidents.

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

- In choosing one or more interventions or behavior intervention for inappropriate or disruptive behavior, school staff should locate that behavior on the matrix. Possible infractions include, but are not limited to, cited examples.
- On the first instance of any inappropriate or disruptive behavior, school staff shall first consider one or more interventions or disciplinary responses from the lowest level indicated on the matrix for that behavior (or one or more interventions or disciplinary responses from a lower level).
- If the same behavior is repeated during the same school year, school staff should consider utilizing one or more interventions or disciplinary responses from the next highest level indicated on the matrix for that behavior, or any lower level, including appropriate restorative practices.
- Staff is encouraged to implement several lower-level interventions before proceeding to higher levels that may involve disciplinary responses that remove the student from the classroom.
- If principals determine that there are unique or exceptional circumstances, or an imminent threat of serious harm to students or staff, that warrant an intervention or disciplinary response at a level that is above the highest level or below the lowest level indicated on the matrix, principals must consult with their area associate superintendent in the Office of School Support and Improvement (OSSI) before taking action.

While the grade bands on certain behaviors are a recommendation, the full continuum of behavior responses are available to all students in grades K–12 at the principal's discretion.

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11).
 Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)						
Class Cutting (101)	Failing to attend a class after arrival at school without an excused reason. ^{1,2} Persistently failing to attend a scheduled class after arrival at school without excused reasons. ^{1,2}					
Tardiness (102)	Arriving late more than once to class or school without an excused reason. ^{1,2} Persistently arriving late to class or school without an excused reason. ^{1,2}					Elementary school students who are late should not be given any punitive or exclusionary consequences, but parents/guardians should be notified.
Truancy (103) <i>*See MCPS Regulation JEA-RA, Student Attendance</i>	Being absent from school without an excused reason. ^{1,2} Being truant. ³					Students with excessive absences and/or tardies, both lawful and unlawful, may be referred to the Student Well-Being Team. Students who demonstrate a pattern of absences undergo a process to determine the root cause and appropriate interventions designed to increase regular attendance. Parents/guardians of students who accumulate absences will receive regular notifications regarding their children's attendance.

¹A student may not be suspended out of school or expelled from school "solely for attendance-related offenses." MD. ANN. CODE, EDUCATION § 7-305. This applies to all behaviors listed on this page: class cutting, tardiness, and truancy.

²Excused reasons for absence include death in the immediate family, illness of the student or the student's child, pregnancy and parenting-related conditions, court summons, hazardous weather conditions, observance of a religious holiday, state emergency, suspension, work approved or sponsored by the school, and other specified circumstances set forth in MCPS Regulation JEA-RA, *Student Attendance*; COMAR. 13A.08.01.03.

³A student is "truant" if unlawfully absent from school for more than 8 days in any quarter, 15 days in any semester, or 20 days in a school year (approximately 10%). MD. ANN.CODE, EDUCATION § 7-355.

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11). Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)						
Disrespect (701) <i>*Insubordination has been incorporated into disrespect.</i>	Making inappropriate or offensive gestures, verbal or written comments, or symbols to others (e.g., verbal put-downs, cursing, talking back).					Disrespect may become disruption, if the conduct is persistent or habitual and significantly impacts the learning environment.
	Repeatedly or persistently defying or refusing to follow directions of teachers, staff, or administrators.					
Disruption (704)	Engaging in minor behavior that distracts from the learning environment.					
	Grades 1–5*		Grades 6–12*			
	Engaging in moderate to serious behavior that distracts from teaching and learning and directly affects the safety of others.			Grades 1–5*	Grades 6–12*	Intentionally engaging in serious behavior that impacts school operations and poses an imminent threat to students.
	Using language, including racial slurs, or displaying images and/or symbols that promote hate or discrimination based on personal characteristics set forth in Policy ACA, which include race, religion, gender identity, or sexual orientation, that can be reasonably expected to cause substantial disruption of school or district operations or activities. ⁴				Grades 6–12*	

⁴A PMD refers to any non-MCPS-issued device used to send or receive data via voice, video, or text. Mobile phones, e-readers, tablets, personal computers, smart-watches or other devices equipped with microphones, headphones, speakers, and/or cameras are all considered PMDs.

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11). Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).						
	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)						
Inappropriate Use of Personal Electronics (802) Excluding use of a device in an emergency or preapproved situation. ⁵ <i>*See MCPS Regulation COG-RA, Personal Mobile Devices and Policy IJH, Bullying, Harassment, or Intimidation</i>	Persistently using or displaying a personal mobile device, in defiance of school rules, or to disseminate photos/videos of school misconduct.					*See MCPS Regulation JGB-RA, <i>Search and Seizure</i> , for conditions under which specified and trained staff may conduct a search of student possessions, including portable communication devices.
	Using or displaying a personal mobile device, after student has been warned					
		Sending, posting, or sharing personal or private information about someone, by means of a portable communication device through electronic communication that allows individuals to view or share content, causing embarrassment or humiliation.				
Dress Code (706) MCPS Regulation JEA-RA, <i>Student Rights and Responsibilities</i> , defines dress code expectations.	Violating dress code after student has been warned.					
	Persistently violating dress code after student has been warned.					
Alcohol (201)						
			Being under the influence of alcohol. ^{6,8}			As part of any disciplinary response, the school should refer to the Montgomery County Department of Health and Human Services, a community provider, or an MCPS program for prevention and treatment. <i>*See MCPS Regulation IGO-RA, Guidelines for Incidents of Alcohol, Cannabis, Tobacco, Other Drug Abuse Involving Students</i>
			Using or possessing alcohol. ^{6,8}			
		Distributing/selling alcohol. ⁷				

⁵Information may not be communicated using a personal mobile device (PMD) if it violates the privacy of others, jeopardizes the health or safety of students, is obscene or libelous, causes disruption of school activities, plagiarizes the work of others, or is a commercial advertisement.

⁶It may be necessary to send a student home and refer student to the Montgomery County Department of Health and Human Services or a community provider, if the student is found under the influence of alcohol, drugs, or other substances and health services are not available at the school. Before sending a student home, a school should take every precaution to ensure that the student is leaving school grounds in the care of a family member or someone who is able to provide assistance. See also MCPS Policy ICGN, *Preventing Alcohol, Tobacco, and Other Drug Abuse in Montgomery County Public Schools*.

⁷For school-based disciplinary purposes, distribution requires either a sale or intent to sell alcohol, inhalants, or drugs/controlled substances.
⁸For purposes of record keeping, for students with disabilities ONLY, use code 892. ("Illegal drugs" for students with disabilities are defined as those substances that are not legally possessed, used under the supervision of a licensed health-care professional, or used under any other authority under the Controlled Substance Act or under any other provision of federal law.)

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11). Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)						As part of any disciplinary response, the school should refer to the Montgomery County Department of Health and Human Services, a community provider, or an MCPS program for prevention and treatment. *See MCPS Regulation IGO-RA, <i>Guidelines for Incidents of Alcohol, Cannabis, Tobacco, Other Drug Abuse Involving Students</i>
Inhalants (202)			Being under the influence of inhalants. ^{6,8}	Using or possessing inhalants. ^{6,8}	Distributing/selling inhalants. ⁷	
Drugs/Controlled Substances (203)			Using, possessing or being under the influence of medications in violation of Regulation JPC-RA or Regulation IGO-RA* which address student use of over-the-counter and prescription medications and products that may not be consumed legally in Maryland by individuals under the age of 21.	Using, possessing, or being under the influence of controlled dangerous substance, including a prescription medication, or a chemical substance when used for unintended or harmful purposes. ^{6,8,9}	Distributing or selling non-illegal or illegal drugs (including JUUL devices, vapes, e-cigarettes, and edibles; or controlled dangerous substances, prescription medications or chemical substances when used for unintended or harmful purpose).	As part of any disciplinary response, the school should refer to the Montgomery County Department of Health and Human Services, a community provider, or an MCPS program for prevention and treatment. *See MCPS Regulation IGO-RA, <i>Guidelines for Incidents of Alcohol, Cannabis, Tobacco, Other Drug Abuse Involving Students, and Regulation JPC-RA, Administration of Medications to Students</i>

⁹For purposes of record keeping, for students with disabilities ONLY, use code 891 for the selling of a drug or substance identified under the schedules of controlled substances in 21 U.S.C. § 812; 21 C.F.R. pt. 1308.

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11). Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)						As part of any disciplinary response, the school should refer to the Montgomery County Department of Health and Human Services, a community provider, or an MCPS program, for prevention and treatment. *See MCPS Regulation IGO-RA, <i>Guidelines for Incidents of Alcohol, Cannabis, Tobacco, Other Drug Abuse Involving Students</i> ; MCPS Regulation JPC-RA, <i>Administration of Medications to Students</i> ; and MCPS Regulation COF-RA, <i>Alcohol, Cannabis, Tobacco, and Other Drugs on MCPS Property</i>
Tobacco (204)		Using or possessing tobacco in any form (including JUUL devices, vapes, e-cigarettes, and edibles).				
Academic Dishonesty (801)			Taking someone else's work or ideas (for students in Grades 3–12); forgery, such as by faking a signature of a teacher or parent/guardian; or cheating. Sharing or otherwise distributing information contained on assessments or other graded work.			
			Tampering with, or assisting another to tamper with, the MCPS computer network or exams. Repeatedly or widely distributing information contained on assessments or other graded work.			

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11).
 Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)	Grades 1–5*		Grades 6–12			Schools should consider the following factors: <ul style="list-style-type: none"> • The student's age • The student's purpose in taking the property • The monetary value of the property • Whether the student acted in the heat of the moment, as opposed to intentionally planning ahead • Whether the student knew the property was valuable or expensive to replace • Whether the property was returned or recovered
	Grades 1–5*		Grades 6–12	Grades 6–12*		
Theft (803)	Grades 1–5*		Grades 6–12	Grades 6–12*		Schools should consider the following factors: <ul style="list-style-type: none"> • The monetary value of the destroyed property • Whether the student knew the property was valuable or expensive to replace • The student's age • Whether the student acted in the heat of the moment, as opposed to intentionally planning ahead • The reason the student destroyed the property
	Grades 1–5*		Grades 6–12	Grades 6–12*		
Destruction of Property (806)	Grades 1–5*		Grades 6–12	Grades 6–12*		Schools should consider the following factors: <ul style="list-style-type: none"> • The monetary value of the destroyed property • Whether the student knew the property was valuable or expensive to replace • The student's age • Whether the student acted in the heat of the moment, as opposed to intentionally planning ahead • The reason the student destroyed the property
	Grades 1–5*		Grades 6–12	Grades 6–12*		

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11).
 Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)						
Sexual Activity (603)		Inappropriate behavior of a sexual nature (e.g., indecent exposure, inappropriate texts of a sexual nature, sexual acts on school property).				As part of any disciplinary response, school staff should refer students to appropriate counseling.
*Sexual Attack (601)			Engaging in behavior toward another that is physically, sexually aggressive.			As part of any disciplinary response, school staff should refer students to appropriate counseling.
*Sexual Harassment (602)				Making unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature.		As part of any disciplinary response, school staff should refer students to appropriate counseling. In consultation with the Title IX coordinator, schools will respond in a legally compliant manner, while also taking into consideration the age, grade, developmental level, prior offenses, intentionality, and circumstance in determining an appropriate course of action and consequences.

* As part of any disciplinary response to an allegation of sexual misconduct or sexual harassment, schools should contact the Title IX coordinator in the Student Welfare and Compliance Unit to ensure that the school response, provision of supportive measures, and investigation aligns with federal and state law as set forth in Board Policy ACE, *Sexual Misconduct and Sexual Harassment of Students*; Board Policy ACI, *Sexual Harassment of Employees*; Board Policy JHF, *Bullying, Harassment, or Intimidation*; MCPS Regulation JHF-RA, *Student Bullying, Harassment, or Intimidation*; and MCPS Form 230-35, *Bullying, Harassment, or Intimidation Reporting Form*.

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11).
 Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)						
Bullying/Harassment (407) *See Board Policy JHE, <i>Bullying, Harassment, or Intimidation</i> , and MCPS Regulation JHF-RA, <i>Student Bullying, Harassment, or Intimidation</i> , and MCPS Form 230-35, <i>Bullying, Harassment, or Intimidation Reporting Form</i> *See Board Policy JHE, <i>Bullying, Harassment, or Intimidation</i> for criteria for prohibited conduct.						As part of any disciplinary response, schools should emphasize intervention strategies and refer students to appropriate counseling.
Threat to Adult (403) Threat to Student (404)						Schools should conduct a behavior threat assessment. *See MCPS Regulation COA-RA, <i>Behavior Threat Assessment</i> . ¹⁰
Extortion (406)						Schools should conduct a behavior threat assessment. *See MCPS Regulation COA-RA, <i>Behavior Threat Assessment</i> . ¹⁰
False Alarm (502)						

¹⁰Behavior threat assessments should not take the place of or limit the school's disciplinary responses.

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11). Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)						
Bomb Threat (502) School should conduct a behavior threat assessment. <i>*See MCPS Regulation COA-RA, Behavior Threat Assessment.¹⁰</i>			Making a bomb threat or threatening a school shooting.			Schools should conduct a behavior threat assessment. <i>*See MCPS Regulation COC-RA, Trespassing or Willful Disturbance on MCPS Property</i>
Trespassing (804) <i>*See MCPS Regulation COC-RA, Trespassing or Willful Disturbance on MCPS Property</i>			Being on any MCPS property without permission, including while on suspension or expulsion.			
Attack on Adult (401)					Grades 1-5*	
					Grades 6-12*	
			Physically attacking an MCPS staff member or other adult, including intentionally shoving, pushing, or otherwise being physically aggressive; or intentionally engaging in a fight; intentionally striking a staff member who is intervening to prevent or de-escalate a fight or other disruptive behavior .			When a student demonstrates behaviors of a concerning nature that may be indicative of behavioral health issues, teachers and other school staff shall refer the student to the appropriate team who is qualified and trained to problem-solve the presenting concerns and plan appropriate support for the student as set forth in Regulation IOH-RA, <i>Referrals to Behavioral Health Services for Students</i> . While the grade bans are a recommendation, the full continuum of behavior responses is available to all students in Grades K-12, at the principals' discretion. Intervention may be elevated for prior instances of same behavior, or use of images or symbols specified in Policy ACA and Regulation JFA-RA.

Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11).
 Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
	Grades 1–5*					
Attack on Student (402)	Physically attacking an MCPS student, including intentionally shoving, pushing, or otherwise being physically aggressive (e.g. body check, intentionally bumping, but NOT horseplay).					Schools should consider multiple factors, including the following: <ul style="list-style-type: none"> • Whether the student acted in the heat of the moment, as opposed to planning ahead • Whether the student was provoked
Fighting (405) *See Board Policy JHF, Bullying, Harassment, or Intimidation, and MCPS Regulation JHF-RA, Student Bullying, Harassment, or Intimidation, and MCPS Form 230-35, Bullying, Harassment, or Intimidation Reporting Form **MCPS Regulation JHG-RA, Gangs, Gang Activity, or Other Similar Destructive or Illegal Group Behavior Prevention, MCPS Form 230-37, Gang-related Incident Reporting Form	Grades 6–12*					
	Engaging in a fight that results in minor cuts, scrapes, and bruises.					Schools should consider multiple factors, including the following: <ul style="list-style-type: none"> • Whether the student was intervening to prevent or de-escalate a fight • Whether the student acted in the heat of the moment, as opposed to planning ahead • Whether the student was provoked or if the student provoked others to fight • Whether the student acted in self-defense
	Engaging in a fight that results in major injuries like a broken limb or otherwise especially serious based on the listed factors.					Grades 6–12*
Serious Bodily Injury (501) Any injury involving substantial risk of death, extreme physical pain, protracted or obvious disfigurement; or any protracted loss of impairment of a bodily member, organ, or mental faculty.	Engaging in behavior that unintentionally causes serious bodily injury or loss of consciousness.					
	Engaging in behavior that intentionally causes serious bodily injury or loss of consciousness.					

**Permissible interventions are listed above each behavior, and the lowest level should be considered first (see page 11).
Black boxes next to a behavior indicate interventions that are not allowed (e.g., a black box under Level 3 for a behavior means in-school suspension is not allowed; similarly, a black box under Level 4 means short-term suspension is not allowed).**

	LEVEL 1 Classroom and Teacher-led Responses (e.g., written apology, talk with school counselor, detention)	LEVEL 2 Teacher-led/referred and Administrative Supported Responses (e.g., community service, peer mediation, temporary removal from class)	LEVEL 3 Administrative Supported and/or Removal Responses (e.g., restorative practices, in-school suspension, in-school intervention)	LEVEL 4 Administrative Supported and Short-term Out-of-school Exclusionary Responses (e.g., restorative practices, mentoring programs, short-term suspension)	LEVEL 5 Long-term Administrative Supported, Out-of-school Exclusionary, and Referral Responses (e.g., long-term suspension, expulsion)	Context and factors to be considered in determining levels of response
Inappropriate or Disruptive Behavior (identified by state suspension code)						
Arson/Fire (501)	Setting or attempting to set a fire or helping others to set a fire without intent to endanger others.		Setting a fire or helping others to set a fire	Setting a fire with intent to endanger others or destroy property.		
Firearms (301)					Possessing a firearm (e.g. handgun) ¹¹	
Other Guns (302)	Possessing a toy gun such as a water gun or a look-alike firearm (non-functional)					
		Possessing a non-firearm gun (such as a BB, pellet, cap, gel blaster, or airsoft gun)				
			Brandishing, using, or threatening to use a non-firearm gun (such as a BB, pellet, cap, gel blaster, or airsoft gun)			
Knives and Other Weapons (303) <small>*See MCPS Regulation COE-RA, Weapons</small>	Possessing a knife or other implement that could cause serious bodily harm.					
		Possessing a knife or other implement that could cause serious bodily harm, with intent to use as a weapon.				
			Brandishing, using, or threatening to use a knife, or other implement as a weapon, with intent to cause serious bodily harm.			
Explosives (503)	Possessing an incendiary or explosive device, material, or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT “snap pops,” which should be treated as a disruption).					
						Detonating or possessing and threatening to detonate an incendiary or explosive device or material, as described above.

¹¹Under federal and Maryland state law:

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

BOARD OF EDUCATION POLICIES AND MCPS REGULATIONS REGARDING STUDENT BEHAVIOR INTERVENTION, SAFETY, AND WELL-BEING

Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*
Policy ACF, *Sexual Misconduct and Sexual Harassment of Students*
Policy ACI, *Sexual Harassment of Employees*
Policy COA, *Student Well-being and School Safety*
Policy EEA, *Student Transportation*
Policy IGN, *Preventing Alcohol, Cannabis, Tobacco, and Other Drug Abuse in Montgomery County Public Schools*
Policy IGA, *Social Emotional and Mental Health Programming and Services for Students*
Policy JFA, *Student Rights and Responsibilities*
Policy JGA, *Behavior Interventions, Safety and Well-being Plan*
Policy JHF, *Bullying, Harassment, or Intimidation*
Regulation ACA-RA, *Nondiscrimination, Equity, and Cultural Proficiency*
Regulation ACF-RA, *Investigation of Title IX Sexual Harassment of MCPS Students*
Regulation ACG-RB, *Reasonable Accommodations and Modifications for Students Eligible Under Section 504 of the Rehabilitation Act of 1973*
Regulation COA-RA, *Behavior Threat Assessment*
Regulation COC-RA, *Trespassing or Willful Disturbance on MCPS Property*
Regulation COE-RA, *Weapons*
Regulation COF-RA, *Alcohol, Cannabis, Tobacco, and Other Drugs on Montgomery County Public Schools Property*
Regulation COG-RA, *Personal Mobile Devices*
Regulation ECC-RA, *Loss of or Damage to Montgomery County Public Schools Property*
Regulation EEA-RA, *Student Transportation*
Regulation EEB-RA, *Operation of Care of MCPS Buses*
Regulation IGO-RA, *Guidelines for Incidents of Alcohol, Cannabis, Tobacco, and Other Drug Abuse Involving Students*
Regulation IGT-RA, *User Responsibilities for Computer Systems, Electronic Information, and Network Security*
Regulation IOI-RA, *Placement Procedures for Alternative Programs*
Regulation JEA-RA, *Student Attendance*
Regulation JEE-RA, *Student Transfers and Administrative Placements*
Regulation JFA-RA, *Student Rights and Responsibilities*
Regulation JGA-RA, *Student Behavior Interventions*
Regulation JGA-RB, *Suspension and Expulsion*
Regulation JGA-RC, *Suspension and Expulsion of Students with Disabilities*
Regulation JGB-RA, *Search and Seizure*
Regulation JHF-RA, *Student Bullying, Harassment, or Intimidation*
Regulation JHG-RA, *Gangs, Gang Activity, or Other Similar Destructive or Illegal Group Behavior Prevention*
Regulation JNA-RB, *Collection of Student Financial Obligations*
Regulation JPC-RA, *Administration of Medication to Students*

MCPS NONDISCRIMINATION STATEMENT

Montgomery County Public Schools (MCPS) prohibits illegal discrimination based on race, ethnicity, color, ancestry, national origin, nationality, religion, immigration status, sex, gender, gender identity, gender expression, sexual orientation, family structure/parental status, marital status, age, ability (cognitive, social/emotional, and physical), poverty and socioeconomic status, language, or other legally or constitutionally protected attributes or affiliations. Discrimination undermines our community's long-standing efforts to create, foster, and promote equity, inclusion, and acceptance for all. The Board prohibits the use of language and/or the display of images and symbols that promote hate and can be reasonably expected to cause substantial disruption to school or district operations or activities. For more information, please review Montgomery County Board of Education Policy ACA, *Nondiscrimination, Equity, and Cultural Proficiency*. This Policy affirms the Board's belief that each and every student matters, and in particular, that educational outcomes should never be predictable by any individual's actual or perceived personal characteristics. The Policy also recognizes that equity requires proactive steps to identify and redress implicit biases, practices that have an unjustified disparate impact, and structural and institutional barriers that impede equality of educational or employment opportunities. MCPS also provides equal access to the Boy/Girl Scouts and other designated youth groups.**

For inquiries or complaints about discrimination against MCPS students*	For inquiries or complaints about discrimination against MCPS staff*
Director of Student Welfare and Compliance Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 SWC@mcpsmd.org	Human Resource Compliance Officer Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For student requests for accommodations under Section 504 of the Rehabilitation Act of 1973	For staff requests for accommodations under the Americans with Disabilities Act
Section 504 Coordinator Office of Academic Officer Resolution and Compliance Unit 850 Hungerford Drive, Room 208, Rockville, MD 20850 240-740-3230 RACU@mcpsmd.org	ADA Compliance Coordinator Office of Human Resources and Development Department of Compliance and Investigations 45 West Gude Drive, Suite 2500, Rockville, MD 20850 240-740-2888 DCI@mcpsmd.org
For inquiries or complaints about sex discrimination under Title IX, including sexual harassment, against students or staff*	
Title IX Coordinator Office of District Operations Student Welfare and Compliance 850 Hungerford Drive, Room 55, Rockville, MD 20850 240-740-3215 TitleIX@mcpsmd.org	

*Discrimination complaints may be filed with other agencies, such as the following: U.S. Equal Employment Opportunity Commission (EEOC), Baltimore Field Office, GH Fallon Federal Building, 31 Hopkins Plaza, Suite 1432, Baltimore, MD 21201, 1-800-669-4000, 1-800-669-6820 (TTY); Maryland Commission on Civil Rights (MCCR), William Donald Schaefer Tower, 6 Saint Paul Street, Suite 900, Baltimore, MD 21202, 410-767-8600, 1-800-637-6247, mCCR@maryland.gov; or U.S. Department of Education, Office for Civil Rights (OCR), The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107, 1-800-421-3481, 1-800-877-8339 (TDD), OCR@ed.gov, or www2.ed.gov/about/offices/list/ocr/complaintintro.html.

**This notification complies with the federal Elementary and Secondary Education Act, as amended.

This document is available, upon request, in languages other than English and in an alternate format under the *Americans with Disabilities Act*, by contacting the MCPS Office of Communications at 240-740-2837, 1-800-735-2258 (Maryland Relay), or PIO@mcpsmd.org. Individuals who need sign language interpretation or cued speech transliteration may contact the MCPS Office of Interpreting Services at 240-740-1800, 301-637-2958 (VP) mcpsinterpretingservices@mcpsmd.org, or MCPSInterpretingServices@mcpsmd.org.

Maryland's Largest School District

MONTGOMERY COUNTY PUBLIC SCHOOLS

Published by the Department of Materials Management for the Office of School Support and Improvement

