

# DORCHESTER COUNTY PUBLIC SCHOOLS



*“Champion for Students!”*

*Code of Conduct Handbook*

*And*

*Grading, Promotion, and Retention  
Systems Procedure*

*Revised July 2018*

# DORCHESTER COUNTY PUBLIC SCHOOLS



*“Champion for Students”*

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2018-2019

### The Board of Education of Dorchester County STATEMENT OF NONDISCRIMINATION

The Board of Education of Dorchester County does not discriminate in admissions, access, treatment, or employment in its programs and activities on the basis of race, color, age, sex, national origin, religion, disability, sexual orientation or other basis prohibited by law.

Appropriate accommodations for individuals with disabilities will be provided upon request. The information in this announcement is available in alternative formats upon request.

Concerns regarding the above are directed to Director of Operations, Dorchester County Public Schools, 700 Glasgow Street, Cambridge, Maryland, 21613, or by phone at 410-228-4747, extension 1015.

**DORCHESTER COUNTY PUBLIC SCHOOLS**  
**STUDENT CODE OF CONDUCT**  
**2018-2019**

**SECTION 1**

**Philosophy Regarding the Student Code of Conduct**

Dorchester County Public Schools (DCPS) are committed to providing safe, disciplined, and drug free schools that afford each student the opportunity to finish his/her program of study and become college and career ready. In order to meet this commitment, it is essential that students attend schools free of bullying, threat, intimidation, defamation, harassment, or violence based on a student's race, color, creed, religion, disability, national origin, gender, or sexual orientation. Through partnerships with law enforcement, public safety, and mental health providers, Dorchester County Public Schools will strive to provide a safe and nurturing environment for everyone in school.

Staff, students, parents, and other members of the school community must work together to provide secure schools by informing school officials of any suspicious or potentially threatening activities. All suspicious activities will be investigated and, when appropriate, authorities will be notified. Persons found to commit acts that jeopardize the safety and wellness of anyone in the school community will be prosecuted to the fullest extent of the law.

We further believe that the system-wide policy of student discipline established by the Board and refined at the system and school levels by Central Office Staff, Principals, and the school community provides the necessary and appropriate guidance to achieve the vision we have established for our schools. The fundamental purpose of all our disciplinary practices is to promote effective decision making on the part of our students. Programs such as PBIS, SEFEL, mediation, and mentoring are designed to encourage such decisions on a proactive basis. Once a student makes an inappropriate decision, the system of consequences is designed to enhance the student's ability to make better decisions in the future. These consequences are to be administered in a common-sense and progressive fashion that recognizes the developmental capacities of the student, along with the severity of the offense.

**Expected Student Behaviors & General Guidelines**

Each student has a right to a free public education as long as this right is exercised in concert with the policies and procedures of Dorchester County Public Schools. If a student's decisions hinder other students in their pursuit of a meaningful education, efforts will be made to enhance that student's ability to make better decisions. Students who need assistance with addressing disruptive behavior will receive an appropriate intervention and/or disciplinary consequence according to DCPS policies and procedures.

*In Dorchester County Public Schools all students are expected to:*

- Engage in learning activities and take school work seriously
- Be courteous
- Attend school regularly, on time, and prepared to learn
- Seek alternatives to verbal or physical conflicts
- Dress appropriately
- Cooperate with others
- Take responsibility for their own behavior.
- Respect the personal, civil, and property rights of others
- Complete assignments on time
- Speak appropriately
- Exhibit self-control
- Behave ethically

## Behavior-Related Offenses and Consequences

Offenses included in the Student Code of Conduct apply to behaviors that occur on school property, at school-related activities, or when students are otherwise subject to the authority of the Dorchester County Public School System. Disciplinary action may be taken for off-campus incidents if the action could have an adverse effect on the order and general welfare of the schools. Restitution for loss or damage may be requested and law enforcement will be involved when appropriate.

<b>Inappropriate &amp; Disruptive Behaviors and Levels of Response</b>					
<i><b>TIER 1: Classroom support and teacher led responses; student support interventions - may be appropriate when student has no prior incidents and interventions have not been put in place.</b></i>	<i><b>TIER 2: Support staff and Administrative Interventions - may be appropriate when supports have been put in place but the behavior continues.</b></i>	<i><b>TIER 3: In-School Suspension, Suspension, &amp; Referral Process - may be appropriate when interventions and supports are in place, but the behavior is escalating, or the situation warrants the response as determined by the Principal/Designee.</b></i>		<i><b>TIER 4: Short-Term, Long-Term, &amp; Extended Suspensions, Recommendation for Expulsion - may be appropriate when student's behavior seriously affects the safety of themselves and/or others.</b></i>	
Inappropriate & Disruptive Behaviors	Tier 1	Tier 2	Tier 3	Tier 4	Referred to Local Police
<b>Academic Dishonesty</b> (801) i.e. cheating, plagiarizing, altering records, etc.	<b>X</b>	<b>X</b>	<b>X</b>		
<b>Arson/Fire</b> (501) Attempting to set, aiding and setting, or setting fire to a building or other property. The administrative investigation determines the intent and the intent drives the consequences.		<b>X</b>	<b>X</b>	<b>X</b>	<b>Must</b>
<b>Attendance Codes</b> (101, 102, 103) *Class cutting - unlawful absence from class or activity *Tardiness-Late to school or class *Truancy-Unlawful absence from school or classes for a school day or portion	<b>X</b>	<b>X</b>	<b>No Out of School Suspension</b>		
<b>Bullying</b> - includes Cyber-bullying (407) Intentional conduct (including verbal, physical or written) or electronic communication that is threatening or seriously intimidating and substantially disrupts the orderly operation of a school (Ref Policy 600-34)	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>Could</b>
<b>Classroom Disruptions</b> (704) Behavior that interferes with the learning of others in a classroom (i.e. talking, throwing objects, and other behavior that distracts from learning).	<b>X</b>	<b>X</b>	<b>X (Chronic Behavior)</b>	<b>X (Extreme Behavior)</b>	<b>Could Only Tier 4</b>
<b>Dangerous Substances</b> (201, 202, 203, 204) *Alcohol – Sale, possession, use, distribution, etc. (201) *Drugs – Sale, possession, use, distribution, etc. (203) *Inhalants – Sale, possession, use, distribution, etc. (202)		<b>X</b>	<b>X</b>	<b>X</b>	<b>Must</b>
<b>Dress Code Violation</b> (807)	<b>X</b>	<b>X</b>			
<b>Disrespect</b> (701) Making inappropriate gestures, symbols, or comments; or using profane or offensive language.	<b>X</b>	<b>X</b>	<b>X</b>		

Inappropriate & Disruptive Behaviors	Tier 1	Tier 2	Tier 3	Tier 4	Referred to Local Police
<b>Explosives (503)</b> Possession, sale, distribution, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares, etc.		X	X	X	Could
<b>Extortion (406)</b> The process of obtaining property from another, with or without consent, by use of force, fear, or threat	X	X	X	X	Could
<b>False Alarm / Bomb Threat (502)</b> False information concerning the placement of explosives or initiating a warning of a fire. Discharging a fire extinguisher.		X	X	X	Could
<b>Fighting (405)</b> A physical altercation involving two (2) or more students	X	X	X	X	Could
<b>Health Codes (001, 002)</b> *Immunizations - failure of the parent or guardian to abide by health regulations regarding immunization schedules *Personal health - conditions that present a clear and direct health risk to others		X	X	X	
<b>Physical Attack on Student (402)</b> Physically pushing, hitting, or otherwise attacking another student	X	X	X	X	Could
<b>Physical Attack on Staff (401)</b> Physically pushing, hitting, or otherwise attacking a staff member, including striking a staff member who is intervening in a fight or other disruptive activity	X	X	X	X	Could
<b>Portable Electronic Device Use at Unauthorized Times (802)</b> Use of cell phones, PDAs, iPods, iPads, electronic game devices at unauthorized times	X	X	X	X	Could
<b>School Equipment Use Without Permission (807)</b> Use of computers, fax machines, phones, etc. without permission from appropriate staff members	X	X	X		
<b>Serious Bodily Injury (408)</b> Causing substantial risk of death or causing permanent or serious disfigurement, impairment or loss of function of any part of the body		X	X	X	Must
<b>Sex Offenses (601, 602, 603)</b> *Sexual Attack - physical sexual attack on a staff member or student *Sexual Harassment - unwelcome sexual advances, requests for sexual favors, and/or inappropriate verbal, written, or physical conduct *Sexual Activity - inappropriate behavior of a sexual nature, including indecent exposure		X	X	X	Could
<b>Theft (803)</b> Taking property without permission	X	X	X	X	Could if less than \$500 Must if greater than or equal to \$500
<b>Threat Against School Personnel - Written or Verbal (403)</b> Threatening language, verbal or written, implicit or explicit, or physical gestures directed toward a staff member	X	X	X	X	Could

Inappropriate & Disruptive Behaviors	Tier 1	Tier 2	Tier 3	Tier 4	Referred to Local Police
<b>Threat Against Student (404)</b> Threatening language, verbal or written, implicit or explicit, or physical gestures directed towards another student	X	X	X	X	Could
<b>Tobacco-Free Violation</b> The sale or use of tobacco products by students in school buildings and on school grounds is prohibited at all times. All school buildings will be “tobacco-free” at all times. Use of tobacco products in any form is also prohibited in all school system vehicles and on all contracted school buses. This includes the use of e-cigarettes or some other form of replacement therapy. Tobacco - Possession, use, distribution, etc. (204)	X	X	X		Could
<b>Trespassing (804)</b> Being on school property without permission, including while suspended or expelled, as well as breaking and entering		X	X	X	Could
<b>Vandalism - Property damage, including graffiti (806)</b> Vandalism or damage to another person's or school's property. File police report for damage over \$50 but less than \$500. Refer to local police for damage over \$500.	X	X	X	X	Must for over \$500
<b>Weapons, Firearms, &amp; Other Guns (301, 302, 303)</b> At school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community		X	X	X	Must
<b>*Firearms (301)</b> - possession of a firearm as defined in 18U.S.C.921 - handguns, rifles, shotguns and bombs		X	X	X	Must
<b>*Other Guns (302)</b> - possession of any type of gun other than a firearm, loaded or unloaded, operable or inoperable. This may include any object that is a look-alike of a gun ( <b>Must Look Like a Real Gun</b> ) or firearm - BB guns, pellet guns, water guns - unless they are a part of the curriculum or education program.		X	X	X	Could
<b>*Other Weapons (303)</b> - possession of any implement that the School Administration deems could cause or is intended to cause bodily injury / harm, other than a firearm or other gun		X	X	X	Could
<b>Students with Disabilities ONLY</b> <b>IDEA defines weapon and drug disciplinary offenses differently from the MSDE definition. The following codes can only be reported for students with disabilities when weapons or drugs are involved:</b>					
<b>Selling or Soliciting Sales of Controlled Substances (891)</b> Meaning drugs or other substances but does not include sale or solicitation of alcohol or tobacco		X	X	X	Must
<b>Possession or Use of Illegal Drugs (892)</b> Illegal drugs are defined as controlled substances but do not include those that are legally possessed, used under supervised health-care professional, or used under any other authority under the Controlled Substance Act. <b>This does not include the possession or use of alcohol or tobacco.</b>		X	X	X	Must
<b>Bringing or possessing a firearm onto school property or activity (893)</b> Firearm means a weapon, device, instrument, material, or substance that is used for, or is readily capable of, causing death or serious bodily injury.		X	X	X	Must

## STUDENT BEHAVIORS AND RESPONSES

### Description of Responses & Definitions

<b>Tier 1 Responses</b>	
<b>Removal from Extracurricular Activities / Loss or Privileges</b>	Revoking a student’s right to participate in extracurricular activities, including sports and clubs, or revoking a student’s right 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.
<b>Behavioral Contract</b>	Correcting inappropriate or disruptive student behavior through a formal plan designed by school staff to offer positive behavioral interventions, strategies, and supports.
<b>Check-in with School Counselor/Resource Specialists</b>	Prompting students to have an informal check-in with a School Counselor, resource teacher, school psychologist, school social worker, or coach who has a relationship with the student.
<b>Classroom-Based Responses</b>	Prompting a student to reflect on her/his behavior using classroom strategies such as time-out, teacher-student conference, reflection chair, redirection (e.g., role play), seat change, call home, loss of classroom privilege, or apology letter.
<b>Community Conferencing</b>	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”)
<b>Conflict Resolution</b>	Using strategies to assist students in taking responsibility for peacefully resolving conflicts. Students, parents/guardians, teachers, school staff, and Principals engage in activities that promote problem-solving skills and techniques, such as conflict and anger management, active listening, and effective communication.
<b>Detention</b>	Requiring a student to report to a designated classroom before school, during a free period, after school, or on the weekend for a set period of time.
<b>Mentoring Program</b>	Pairing students with mentors (e.g., counselor, teacher, fellow student, or community member) who help their personal, academic, and social development.
<b>Parent Outreach</b>	Informing parents/guardians of their child’s behavior and seeking their assistance in correcting inappropriate or disruptive behavior.
<b>Parent/Guardian and Student/Teacher Conference</b>	Involving students, parents/guardians, teachers, school staff, and Principals in discussion about the student’s behavior and potential solutions to address social, academic, and personal issues related to the behavior.
<b>Referral to School Counselor</b>	A referral made to a School Counselor for intervention services
<b>Referral to CARE Team</b>	Referral to a school-based team for assistance with developing an intervention plan
<b>Restorative Justice Practices</b>	Employing interventions, responses, and practices designed to identify and address the harm caused by an incident, and to develop a plan to heal and correct the situation with the student who caused the harm.



<b>Tier 2 responses include all possible responses under “Tier 1” in addition to the following:</b>	
<b>Recommend for Further Action</b>	Recommending a student to building administrator(s) once classroom interventions have been shown to be ineffective.
<b>Referral to Student Success Team</b>	Bringing together a team of teachers, principals, social workers, nurses, mental health clinicians, school psychologists, and external agency representatives under a case manager to help develop prevention and intervention techniques and alternative strategies designed to improve student outcomes. If the behavior does not improve after implementation of the plan created by the Student Success Team (SST), the Team may request a placement review for alternative placement conducted by a Central Student Support Team.
<b>Referral to Appropriate Substance Abuse Counseling Services</b>	Referring a student to services both in and out of school, such as “MSAP,” a local health department, or community-based service for counseling related to substance abuse.
<b>Referral to Community-Based Organization(s)</b>	Referring a student for a variety of services, including after-school programming, individual or group counseling, leadership development, conflict resolution, and/or tutoring.
<b>Referral to Health/Mental Health Services</b>	Referring a student to school-based or community-based health and mental health clinics or other social services for the purpose of providing counseling and assessments to students in need. Students are encouraged to privately share issues or concerns that lead to inappropriate or disruptive behavior or negatively affect academic success, and discuss goals and learn techniques that help them overcome personal challenges. These services may include anger management classes and formal/informal behavior coaching.
<b>Referral to Truancy Court</b>	Referring a student and/or parent to court for repeated attendance violations by the student.
<b>Restitution</b>	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. Pursuant to the 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 or guardian to make restitution, after a conference on the matter with the student’s guardian, and other appropriate individuals. Monetary restitution may not exceed \$2,500 or the fair market value of the property, whichever is lesser. The matter may be referred to the Department of Juvenile Services if it cannot be resolved at the school level.
<b>Temporary Removal from Class</b>	The removal of a student from class on a temporary basis as requested by the classroom teacher for redirection by other staff for behavior adjustment.

<b>Tier 3 responses includes all possible responses in “Tier 1” and “Tier 2” in addition to the following:</b>	
<b>In-School Removal/ Intervention</b>	<p>Removing a student within the school building as an intervention as stated that affords the student the opportunity to continue to:</p> <ol style="list-style-type: none"> <li>1. appropriately progress in the general curriculum;</li> <li>2. receive the special education and related services specified on the student's Individual Education Plan (IEP), if the student is a student with a disability in accordance with the law;</li> <li>3. receive instruction commensurate with the program afforded to the student in the regular classroom; and</li> <li>4. participate with peers as they would in their current education program to the extent appropriate. (COMAR 13A.08.01.11)</li> </ol>
<b>Suspension (In-School)</b>	<p>Removing a student within the school building “from the student’s education program for up to but not more than ten days in a school year for disciplinary reasons by the School Principal.” COMAR 13A.08.01.11(B)(4):</p> <p>In school suspensions require the following:</p> <ol style="list-style-type: none"> <li>1. A student may not receive an in-school suspension unless the student has been informed of the reason for the suspension and has been given an opportunity to respond before the suspension becomes effective.</li> <li>2. The School Principal shall provide the student's parents with written notification of the in-school suspension action taken by the school.</li> <li>3. After ten (10) days of cumulative in-school suspension, the student, the student's parents or guardian, and the Principal shall confer.</li> <li>4. The student’s school of current enrollment shall make provision for the student’s education during the period of in-school suspension.</li> <li>5. Policies pertaining to student’s participation in extracurricular activities if the student receives an in-school suspension are located in the Regulations and Procedures manual for Interscholastic Athletics in the Dorchester County Public Schools on page 6.</li> </ol> <p>Note: Students are not permitted on school property during the suspension period without permission from School Administration, or the Designee of the Superintendent of schools. Any violation of this policy may result in a charge of trespassing.</p>
<b>Referral to Alternative Education</b>	<p>A recommendation made by a building administrator(s) for placement in an alternative education school, alternative education program, or alternative education placement. This would include a short-term or long-term placement at the New Directions Learning Academy.</p>
<b>Suspension (Short Term, Out-of- School)</b>	<p>The removal of a student from school for up to but no more than three (3) days for disciplinary reasons by the Principal.</p> <p>Students are not permitted on school property during the suspension period without permission from School Administration, or the Designee of the Superintendent of Schools. Any violation of this policy may result in a charge of trespassing.</p>

<b>Tier 4 responses includes all possible responses in “Tier 1”, “Tier 2”, and “Tier 3” in addition to the following:</b>	
<b>Long Term Suspension Out-of-School</b>	<p>The removal of a student from school for a period of four (4) days up to and including ten (10) days for disciplinary reasons by the Principal COMAR 13A.08.01.11(B)(5).</p> <p>A student may not be suspended solely for attendance-related issues. MARYLAND CODE ANNOTATED, EDUC. § 7-305(b)1.</p> <p>A suspension is a lawful absence, COMAR 13A.08.01.03, therefore suspended students must be given access to coursework. COMAR 13A.08.01.05</p> <p>Students are not permitted on school property during the suspension period without permission from School Administration, or the Designee of the Superintendent of Schools. Any violation of this policy may result in a charge of trespassing.</p>
<b>Recommendation for Extended Suspension Out-of-School</b>	<p>A recommendation made by the School Principal or Designee to the Superintendent’s Designee for the exclusion of a student from the student’s regular school program for a period between 11 and 45 days, which may only occur under the following circumstances:</p> <ol style="list-style-type: none"> <li>1. The Superintendent or Designated Representative has determined that: <ol style="list-style-type: none"> <li>a. the student’s return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students or staff; or</li> <li>b. 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.</li> </ol> </li> <li>2. The Superintendent or Designated Representative limits the duration of the exclusion to the greatest extent practicable.</li> <li>3. The school system provides the excluded student with comparable educational and appropriate behavior support services to promote successful return to the student’s regular academic program.</li> </ol> <p>Students are not permitted on school property during the suspension period without permission from School Administration, or the Designee of the Superintendent of Schools. Any violation of this policy may result in a charge of trespassing.</p>
<b>Recommendation for Expulsion</b>	<p>A recommendation made by the School Principal or Designee to the Superintendent’s Designee for the exclusion of a student from the student’s regular school program for 45 school days or longer, which may occur only under the following circumstances:</p> <ol style="list-style-type: none"> <li>1. The Superintendent or Designated Representative has determined that the student’s return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students or staff.</li> <li>2. The Superintendent or Designated Representative limits the duration of the exclusion to the greatest extent practicable.</li> <li>3. The school system provides the excluded student with comparable educational services and appropriate behavior support services to promote successful return to the student’s regular academic program.</li> </ol> <p>Code of Maryland Regulations (COMAR) 13A.08.01.11. (B)(2)</p>

## **Procedures for Suspension/Expulsion**

### **Suspension for Not More Than 10 Days.**

1. In accordance with the rules and regulations of the Dorchester County Board of Education, a Principal may suspend for cause, for not more than ten (10) school days, any student in the school who is under the direction of the Principal.
2. The student or the student's parent or guardian promptly shall be given a conference with the Principal and any other appropriate personnel during the suspension period.
3. At or before the conference, the student shall receive oral or written notice of the charges against him or her. If the student denies the charges, the student has the right to an explanation of the evidence supporting the charges and an opportunity to present the student's side of the story.
4. A student whose presence in school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be removed immediately from school, if the notice and conference required by this subsection is provided as soon as possible.
5. If the Principal finds that an extended suspension or expulsion is warranted, the Principal immediately shall report the matter in writing to the Superintendent of Schools.

### **Suspension for More than 10 Days or Expulsion.**

1. At the request of a Principal, the Superintendent of Schools or the Designated Representative may suspend a student for more than ten (10) school days or expel the student.
2. Upon receipt of a written report from a Principal requesting an extended suspension or expulsion, the Superintendent of Schools or Designated Representative promptly shall make a thorough investigation of the matter.
3. If after the investigation the Superintendent of Schools or Designated Representative finds that an extended suspension or an expulsion is warranted, the Superintendent or Designated Representative promptly shall arrange a conference with the student and the student's parent or guardian.
4. The process shall be completed by the 10th school day of the initial suspension. If additional time is necessary to complete the process, either because of delays due to parent or guardian unavailability or due to the complexity of the investigation, the student shall be allowed to return to school, unless the Superintendent of Schools or Designated Representative determines that the student's return to school would pose an imminent threat of serious harm to other students or staff.
5. If the student is not allowed to return to school after the 10th day, the Superintendent of Schools or Designee shall notify the student and the parent or guardian within 24 hours and provide the reasons for the delay in the process and the denial of reentry and send a copy of the notice to the State Superintendent of Schools;
6. If after the conference the Superintendent of Schools or Designated Representative finds that an extended suspension or an expulsion is warranted, the student or the student's parent or guardian may appeal to the Board of Education in writing within five (5) days after the determination.

**Minimum Education Services.**

In order to establish accountability and keep suspended or expelled students on track with classroom work, as is reasonably possible, each local board shall institute education services that at a minimum provide that:

1. Each student suspended or expelled out-of-school who is not placed in an alternative education 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; and
2. Each Principal shall assign a school staff person 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.

**Education Services During Short-Term Suspensions.**

1. All students who receive short-term suspensions shall have the opportunity to complete the academic work they miss during the suspension period without penalty; and
2. All students who receive short-term suspensions, and their parents or guardians, shall receive the contact information for a school employee who will be responsible for ensuring that the student is provided with the missed assignments.
3. All other aspects of the process for suspended students receiving missed assignments, completing missed assignments, and making up tests shall be consistent with each school's established procedures and practices for makeup work in the event of any other excused absence.

**DUE PROCESS RIGHTS FOR STUDENT AND PARENTS****Rights of Students**

Procedural due process, as applied to students, requires that the following elements must be present:

1. The student must have prior knowledge of the conduct that is required of or prohibited by the student.
2. The student must be made aware of the specific charges giving rise to any proposed penalties or discipline against the student.
3. The student must have the opportunity to express or convey to the decision-making authority the student's views or rebuttals prior to an administrative decision being made. Students whose presence may pose a continuing danger to persons or property or an on-going threat of disrupting the academic process may be immediately removed from school. Determination as to whether a student's presence poses such a continuing danger shall be made by the School Administration. Due process procedures will be followed as soon as practical.

## **Rights of Parents**

1. If parent(s) disagrees with the Superintendent of School's decision to expel a student from school, the parent may appeal the decision by submitting, within five [5] days, a letter in writing to the Dorchester Board of Education requesting a hearing.
  - a. An administrative conference with the Superintendent of Schools or Designee is offered.
  - b. If the conference leads to a favorable resolution for the student and parent, the student may be conditionally reinstated or alternate remedies may be offered.
  - c. If the conference determines the disciplinary action to be upheld, the disciplinary action will be implemented.
2. If the parent disagrees with the outcome of the administrative conference, the hearing before the Board of Education will be scheduled.
  - a. During the pending appeal, the student is to remain out of school until a decision is final.
  - b. The Dorchester County Board of Education's decision is final.

## **DISCIPLINARY POLICY AND PROCEDURES FOR STUDENTS WITH DISABILITIES**

### **Suspension of Children with Disabilities**

1. Children with disabilities may be removed from school for up to ten (10) consecutive school days. In accordance with policies and procedures that apply to all students, discipline will be applied the same as it is to children without disabilities.
2. Additional removals for separate incidents of misconduct may occur, if they do not constitute a change of placement.

### **Manifestation Determination**

1. The IEP Team will meet as soon as possible, but no later than ten (10) school days after removal if:
  - a. There are more than ten (10) consecutive days of removal or its cumulative equivalent to a change in placement
  - b. There is a 45-day placement to an interim alternative educational setting (weapons, serious bodily injury, or illegal drugs).
  - c. There is a 45-day placement ordered by an impartial hearing officer for safety.
  - d. Removals amount to a change of placement.
2. The IEP Team will determine if the child's conduct was a manifestation of the disability by considering relevant information including:
  - a. Evaluations, diagnostic results including the results of other information supplied by the parent(s) of the child.
  - b. Observations of the child.
  - c. The child's current IEP and placement.
3. To determine if the child's actions were not a manifestation the IEP Team will consider whether:
  - a. The behavioral infraction was caused by or had a substantial relationship to the student's disability.
  - b. The direct result of DCPS' failure to implement the student's IEP.
4. If the IEP Team determines the child's behavior was not a manifestation of the disability, the disciplinary procedures applicable to students without disabilities may be applied. The child will continue to receive a free, appropriate public education.
5. If the child's parent(s) disagree(s) with the determination that the child's behavior was not a manifestation of the disability, a hearing may be requested.

## **SPECIAL EDUCATION AND RELATED SERVICES DURING PERIOD OF SUSPENSION OR EXPULSION**

### **Removal for More than Ten School Days**

1. After a child with a disability has been removed for more than ten (10) days in the same year, services will continue to the extent necessary:
  - a. To appropriately progress in the general curriculum.
  - b. To advance toward achieving the goals set out in the child's IEP.
2. The IEP Team will meet within ten (10) business days of:
  - a. The 11<sup>th</sup> school day the child was removed during the school year.
  - b. Commencing a removal that constitutes a change of placement.
3. If no functional behavioral assessment occurred before the disciplinary action, the IEP team:
  - a. Will develop a behavioral assessment plan.
  - b. Complete the assessment and meet as soon as practical to develop appropriate behavioral interventions.
4. If the child already has a behavioral intervention plan, the IEP team will review the plan and its implementation to determine if modifications are necessary.
5. A child with a disability may be removed to an appropriate Interim Alternative Educational setting for the same amount of time that a child without a disability would be removed, up to 45 days, if:
  - a. The child carries a weapon to school or a school function.
  - b. The child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function.
  - c. The child inflicts serious bodily harm on another person.

### **Students Suspected of Having a Disability**

1. A child who has not been determined to be eligible as a child with a disability may assert protection under IDEA if the school district had knowledge that the student was a child with a disability before the behavior that precipitated the disciplinary action occurred.
2. If the school district does not have knowledge that the child is a child with a disability prior to taking disciplinary action the child may be subject to the same disciplinary measures as children without disabilities.
3. If an evaluation is requested during the time the student is subjected to disciplinary measures, it will be conducted in an expedited manner.
4. Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

### **Student Behavior Interventions**

Restraint is prohibited in Dorchester County Public Schools unless a) there is an emergency situation and physical restraint is necessary to protect a student or others from imminent, serious physical harm after less intrusive non-physical interventions have failed or been determined inappropriate; b) a student's Behavior Intervention Plan or IEP describes the specific behaviors and circumstances in which physical restraint may be used; c) the parents of a non-disabled student have otherwise provided written consent to the use of physical restraints; d) the type of techniques



used are the least restrictive interventions that will be effective; e) using safe and appropriate techniques by trained personnel; f) discontinued at the earliest possible time. In addition, exclusion may be used by school personnel to address a student's behavior if the student's behavior a) unreasonably interferes with the student's learning or the learning of others; or b) constitutes an emergency and exclusion is necessary to protect a student or other person from imminent, serious physical harm after other less intrusive non-invasive interventions have failed or been deemed inappropriate. The use of seclusion is prohibited in public agencies and nonpublic schools unless a) there is an emergency situation and seclusion is necessary to protect a student or another person after other less intrusive interventions have failed or been determined to be inappropriate; b) the student's IEP or Behavior Intervention Plan describes the specific behaviors and circumstances in which seclusion may be used; c) the parents of a nondisabled student have otherwise provided written consent for the use of seclusion while a behavior intervention plan is being developed; d) DCPS Personnel have received prior approval from the Superintendent; e) the type or techniques used are the least restrictive intervention that will be effective; f) using safe and appropriate techniques by trained personnel; g) discontinued at the earliest possible time.

The policy and procedures regarding Behavior Interventions will be reviewed on an annual basis with school personnel through professional development and made available to parents through the school district's web page and through distribution at the beginning of the school year.

### **Reporting Delinquent Acts**

1. School officials will report crimes committed by children with disabilities to appropriate law enforcement authorities to the same extent as they do for children without disabilities.
2. Copies of special education and disciplinary records are transmitted to law enforcement officials to the extent permitted by FERPA.

## **SMOKING – PROHIBITED ON SCHOOL PREMISES**

The Dorchester County Board of Education recognizes that the maintenance of a safe and healthy environment is essential to ensure students' success and protect the health of staff, visitors, and parents. It is, therefore, the intention of the Board of Education to establish a tobacco-free school environment in Dorchester County.

### **Definitions**

"School buildings" means all buildings and facilities owned, leased, or operated by the Dorchester County Public Schools.

"School grounds" means all owned or leased land that surrounds school buildings.

"Tobacco" means products derived from the tobacco plant that are smoked, chewed, sniffed, or otherwise consumed.

### **Tobacco Use**

The use of tobacco products by students in school buildings and on school grounds is prohibited at all times in accordance with the "Discipline Policy and Procedures" as contained in this handbook.

All school buildings will be "tobacco-free" at all times. The sale or use of tobacco in any form is prohibited inside school buildings 24 hours a day, every day.

The sale or use of tobacco in any form is prohibited on school grounds during the official school day.

Use of tobacco products in any form is also prohibited in all school system vehicles at all times and on all contracted school buses when students are present.

Each school shall post notification to students, staff, and the general public that school buildings and grounds are tobacco-free.

### **Replacement Therapy**

Any form of replacement therapy is not permitted on school grounds.

## **DRUG SEARCH**

The Dorchester County Board of Education authorizes the use of drug-detecting dogs in the schools and on school grounds, such as parking lots as a means of deterring students from using, possessing, or transferring illegal, controlled or dangerous substances on school property or at school-sponsored activities. The Attorney General has determined that use of drug-detecting dogs does not offend either an individual's rights under the Fourth Amendment to the United States Constitution or the Bylaws of the Maryland State Board of Education.

The following procedures will be used:

1. Prior to the first search during the school year, the Principal will inform all students that drug-detecting dogs will be used by the law enforcement agencies to search the school building for controlled dangerous substances.
2. The first search in a school year will be when the students are not in attendance.
3. The Principal will accompany the law enforcement officer when a search is made.
4. Under no circumstances will a drug-detecting dog be used to sniff any person.
5. When a drug-detecting dog suspects the presence of a controlled, dangerous substance in a school locker, the Principal may ask the student to open the locker. If the student refuses, the Principal, in the presence of a witness other than the student will open the locker to inspect its contents.
6. The police officer may not open or search a locker without a proper search warrant specifying the locker to be searched. Any such search must be in the presence of a School Administrator.
7. Any illegal substance will be placed in an envelope. The envelope will be marked with the time, date, locker identification and student name. The Principal will turn the envelope over to the appropriate law enforcement agency for analysis.
8. The Principal will follow procedures for suspension/expulsion of the student/students involved.

## **Section 2**

### **POLICIES AND PROCEDURES**

#### **PORTABLE COMMUNICATION DEVICES (Cell Phones)**

##### **Philosophy**

The Dorchester County Board of Education believes that the use of portable communication devices must be managed in a way that poses minimal distractions to the learning environment. This policy is developed to allow for the use of portable communication devices only when it is appropriate to do so.

##### **Definitions**

##### **Cyber-Bullying**

Harassing, humiliating, intimidating and or threatening via “electronic communication” which means a communication transmitted by means of a portable communication device, including a telephone, cellular phone, computer, or pager. This would include any obscene or inappropriate images communicated by video or photography.

##### **Portable Communication Device**

Portable Communication devices shall mean such items as cellular telephones, smart phones, and/or any other wireless communication devices that can send and/or receive telephone calls and/or text messages. This definition also includes any device that has video recording or photography capabilities.

##### **School Property**

Any property owned or leased by the Dorchester County Public School system. The concept of property shall extend to school activities such as field trips, use of parks and recreation facilities, proms at hotels, etc. this means that when a facility is scheduled by the school system for student use, it will be considered an extension of school property.

## Policy Detail

The following policy will govern the possession and use of portable electronic communication devices on Dorchester County Public School property:

1. Elementary school students are not permitted to possess or use portable electronic communication devices while on Dorchester County Public School property. Elementary students should seek permission to use the phone in the school office if needed.
2. High school and middle school students may use personal electronic devices (cell phones, tablets, etc.) in schools according to the following stipulations:
  - a. Personal electronic devices should be in silent mode at all times. Cell phones must be turned off in building areas of privacy – locker rooms, rest rooms, and nurses’ offices.
  - b. Personal electronic devices used in classrooms should be strictly for instructional purposes which shall be at the discretion of the administration.
  - c. Personal electronic devices used in other areas of the facility are permitted at the discretion of the administration of the building provided the use is not disruptive to the school environment.
  - d. Cell phone video and photography shall not be used in inappropriate situations such as video recording confrontations or fights.
  - e. Cell phone audio recordings shall follow Maryland law – recording another individual requires permission from the individual prior to the meeting.
3. High and middle school students may possess portable communication devices and use them with permission from the bus driver.
4. High and middle school students participating in extracurricular activities may only use a portable communication device with the permission of the club/activity sponsor or athletic coach. This does not apply to non-participants.
5. Under no circumstances are students permitted to use portable communication devices on school property or during school-sponsored events to transmit any text or images that are obscene, pornographic, illegal, profane, or violate academic policies (ex. Academic dishonesty). Furthermore, any attempt to use a portable communication device to bully, harass, or intimidate another student will be considered a violation of DCPS policy 450.9, Harassment, Bullying, Intimidation and/or Discrimination. Students who are determined by School Administration to violate this section are subject to disciplinary action according to the DCPS Student Code of Conduct.
6. The DCPS Safe Schools Committee reminds students that such devices are not to be used during a lockdown or other emergency. Such usage creates additional risk and inhibits the efforts of school safety personnel.
7. Parents are able to opt out of having students use portable communication devices (cell phones) at their own discretion. Opt Out Forms may be obtained from the school’s guidance office to be completed and turned into the appropriate administrator.
8. If a personal electronic device is confiscated, the administrator may request a parent/guardian to collect the device in person during regular school hours.
9. Individuals assume full responsibility for their personal electronic devices as well as their - assigned devices. DCPS is not responsible for the loss of, damage to, student or staff-owned personal electronic devices.

## USE OF ELECTONIC EQUIPMENT

It is the general policy of Dorchester County Public Schools that computer systems and network services are to be used as any other instructional medium. Standards of conduct and use appropriate to an instructional setting are expected of all users. Therefore, computer systems and network services are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of the Dorchester County Public Schools. Users of any Dorchester County Public Schools' computer system or networks must acknowledge their understanding of the general policy and guidelines as a condition of use. Use of Dorchester County Public Schools' computer systems and networks is a privilege, not a right. Failure to adhere to this policy and administrative procedures may result in suspension or revocation of system or network access. Willful or intentional misuse could lead to disciplinary action or criminal penalties under applicable state and federal law.

### Provisions

1. Acceptable uses of the Dorchester County Public Schools' systems or networks are activities that support learning and teaching. System or network users are encouraged to develop uses that meet their individual educational needs and which take advantage of the system's or network's functions.
2. Unacceptable uses of Dorchester County Public Schools' systems or networks include, but are not limited to:
  - a. Violating the rights to privacy of students or employees of Dorchester County Public Schools, or others outside the school system.
  - b. Using profanity, obscenity, or other language which may be offensive to another user.
  - c. Violating United States copyright law.
  - d. Plagiarizing, which is the taking of someone else's words, ideas, or findings and intentionally presenting them as your own without properly giving credit to their source.
  - e. Using the system or network for personal financial gain or for any non-school commercial and/or any illegal activity.
  - f. Attempting to degrade or disrupt system or network performance or unauthorized entry to and/or destruction of computer systems and files.
  - g. Re-posting personal e-mail communications without the author's prior consent.
  - h. Revealing home phone numbers, addresses or other personal information.
  - i. Making personal purchases or unauthorized orders using the Dorchester County Board of Education name.
  - j. Accessing, downloading, storing or printing files or messages that are sexually explicit, obscene, or that offend or tend to degrade others. The administration invokes its discretionary rights to determine such suitability.
  - k. Accessing, downloading, storing or printing files or messages related to illegal activities, substances and/or devices which are not permitted by law or by Dorchester County Board of Education Policy and Procedures.

- I. Downloading or copying information on to disks or hard drives without prior teacher approval.
3. The staff of Dorchester County Public schools will be responsible for:
  - a. Teaching students the Dorchester County Public Schools Policy and Procedures for system and network services.
  - b. Supervising and guiding student access to system and network services to ensure that each student adheres to the appropriate use guidelines.
  - c. Installing and monitoring “technology protection measures” that block or filter Internet access to inappropriate sites which are obscene, contain pornography, or are harmful to minors.
4. The following people are entitled to use the network:
  - a. All Dorchester County Public Schools staff and other employees as directed by appropriate authority.
  - b. All Dorchester County Public Schools students under the supervision of a staff member and/or parent/guardian.
  - c. Others who request Guest Accounts from the network or system administrator. These requests will be reviewed on a case-by-case basis and will be granted, if warranted, as needs and resources permit.
5. Dorchester County Public Schools makes no express or implied warranties for the Internet access it provides. Dorchester County Public Schools cannot completely eliminate access to information that is offensive or illegal and residing on networks outside of Dorchester County Public Schools’ system. The accuracy and quality of information obtained cannot be guaranteed. Dorchester County Public Schools will not guarantee the availability of access to the Internet and will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties. Information sent or received cannot be assured to be private.

### **CHILD ABUSE/NEGLECT**

The Maryland Child Abuse and Neglect Laws mandate that any person who believes or has reasons to believe that a child may have been abused or neglected must report the incident both orally and in writing to the Department of Social Service. Employees of the school system are also required to report the incident to the Principal of the child’s school; those reporting in good faith are immune from any civil liability or criminal penalty.

Department of Social Services regulations require that the identity of the person reporting a case of suspected child abuse and/or neglect shall not be revealed. All persons are required by the law to protect the identify of the person reporting. Only a court order can allow disclosure of the person’s name who is reporting. The school cannot provide a parent with the name or who has reported suspected child abuse and/or neglect.

School officials are not required to notify parents/guardians of investigations on school premises involving suspected child neglect and suspected child abuse.

Please contact the Dorchester County Department of Social Services at 410-901-4100 or visit <http://www.dhr.state.md.us> for more information regarding child abuse and neglect.

## **SEARCH AND SEIZURE**

Police officers, upon the authority of a search warrant, may make a search of that part of the school premises described in the search warrant, and school authorities will cooperate in performing such a search; however, in no case may a police officer search the person of a student not under arrest, unless that police officer has a reasonable suspicion that such a student is concealing a weapon that poses a danger to others. Under no condition or circumstances shall a school official conduct such a search of the person at the request of a police officer.

School officials may at any time conduct such searches as are essential to the security, discipline, and sound administration of the particular school, but are limited as stated above whenever the search is in connection with a police officer.

A Principal, Assistant Principal or School Security Guard of a public school may make a reasonable search of a student on school premises or on a school sponsored trip if he/she has reason to believe that the student has in his/her possession an item, the possession of which is a criminal offense under the laws of the state of Maryland or a violation of any policy, rule or regulation of the Board of Education. The search shall be made in the presence of a third party.

Every effort shall be made to conduct searches in a manner that will minimize a disruption of the normal school routine and minimize embarrassment to pupils affected.

A Principal, Assistant Principal or School Security Guard of a public school may make a search of the physical plant of the school and its contents, including the lockers or students. The right of school officials to search the locker shall have been announced or published previously in the school.

Drug-detection dogs may be used by law enforcement agencies to search the school building for controlled dangerous substances.

## **ARRESTS ON SCHOOL GROUNDS**

When possible and appropriate, an arrest by police will be made during non-school hours away from the school premises; however, when an arrest on school premises during school hours is necessary, the responsible school official will gather the necessary facts from the arresting officer that will enable him/her to fully advise the parents or guardians and other school officials of the nature of the charge, the identity of the arresting officer, and the location of the student.

When an arrest has taken place on school premises or during school hours, every effort will be made by school officials to inform the parent/guardians and the Superintendent immediately.



Arrests on school premises during the school hours shall be done in such a way as to avoid both embarrassment to the student being arrested and jeopardizing the safety and welfare of other students.

### **QUESTIONING ON SCHOOL GROUNDS**

School officials will not allow questioning of a student under arrest on the school grounds and will request the arresting officer remove the student from the grounds as soon as practical after an arrest is made. However, in the event that a student is connected to a crime committed on school grounds or is connected with an investigation which, if not immediately permitted, would compromise the success of that investigation or endanger the lives or safety of the students or other persons, questioning will be allowed. A school official will be present throughout the questioning. If such is the case, the school official will promptly advise the parent or guardian and the Superintendent's office of the nature of the investigation and such other details as may be required.

In the absence of an arrest, school officials will not authorize the removal of a student from school for the purpose of investigative questioning without the consent of the parent or guardian.

### **REPORTING DELINQUENT ACTS**

School officials will promptly report to the responsible law enforcement agencies all police matters coming to their attention that involve students attending the particular school, whether occurring on or away from the school premises.

#### **School use of reportable offenses**

The State Board of Education adopted Code of Maryland Regulation (COMAR) 13A.08.01.17, School Use of Reportable Offenses on March 11, 1996 to implement provisions of section 7-303, Arrest of Reportable Offense, of the Annotated Code of Maryland. The law deals with the exchange and use of information regarding serious and criminal offenses committed by students of school groups.

The following procedures should be followed once reportable offense information is received by school officials.

1. Upon receipt of information that a student enrolled in a school has been arrested and charged with a reportable offense in the community, a decision must be made to determine whether the in-school presence of the student poses a threat to the student, others, or the educational process. This meeting is called by the Principal and should involve other members of the staff such as the School Counselor, and Central Office Personnel such as a Pupil Personal Worker (PPW).
2. If the team decides that such a threat exists, a plan will be immediately developed that addresses appropriate educational programming and related services for the student.
3. If the plan results in a change of the student's educational program, a conference will be promptly scheduled to inform the parent/guardian of the plan. If the student has a

disability, the conference should include appropriate staff to convene an IEP/504 meeting simultaneously or subsequently to determine if the IEP/504 plan needs to be revised to reflect additional services or a change in placement. The plan should be implemented no later than five days.

### **Appeal Process**

The appeal of any part of this process may be done by submitting a letter to the Director of Student Services within five (5) days of the receipt of notice by the parent concerning the change to educational programming.

The student will remain in the alternative program until the matter has been resolved or the Superintendent/Superintendent's Designee determines that the threat to the school community has passed. The PPW and Principal will review the status of plan and the student's status at least every 30 days until the matter is resolved. The parent or guardian shall be informed of all such reviews as well as any adjustments to the plan.

### **Student Information**

All information concerning a student's reportable offense shall be maintained in a confidential file in the Principal's office, should not be filed in the student's permanent educational record, and shall be destroyed when the student graduates, or permanently leaves school, or turns twenty-two, whichever comes first.

## **ADMISSION OF FOREIGN EXCHANGE STUDENTS**

The Board of Education recognizes the benefits derived from the placement of exchange students from throughout the world in high schools of Dorchester County. Because of the growing number of exchange programs in operation, administrative procedures have been established to ensure equity and to control the number of students admitted each year.

1. The sponsoring program must be listed in the National Secondary School Principals' Association publication of the Advisory List of International Education Travel and Exchange Programs for the year of admittance. The U.S. Department of Homeland Security further requires that all foreign exchange students be eligible for and obtain legal visitation status via the Student and Exchange Visitor Information System/Form I-20.
2. Eligible sponsors, except "Sister County", must be nonprofit organizations or institutions which have received tax-exempt status from the Internal Revenue Service under Section 502(c)(3) of the Internal Revenue Code.
3. The designated sponsor assumes the following responsibilities, with final selection approved by the receiving School Administration:
  - a. the selection of students
  - b. obtaining a local advisor
  - c. obtaining host families
4. The designated sponsor assumes complete responsibility for the student and will:
  - a. provide the school system with all necessary placement information in a timely manner,

- b. participate in developing a plan to monitor student progress during the exchange year and facilitate communication among parents, host families, and the school.
5. No more than four (4) exchange students will be enrolled in each school year; no more than four (4) of these students will be from a "Sister County" in one school year.
6. Exchange students will only be enrolled a minimum of one semester.

Any questions regarding these procedures should be addressed to Director of Student Services at 410-228-4747 Ext. 1003

### **NON-DISCRIMINATION POLICY**

The Dorchester County Board of Education does not discriminate in admission, access, treatment, or employment in its programs and activities on the basis of race, color, sex, age, national origin, religion, disability, sexual orientation, or any other basis prohibited by law.

Questions regarding this information may be directed to the 504 Supervisor at 410-228-4747, Ext. 1003.

This information is available in alternative formats upon request.

### **TITLE IX AND SECTION 504**

Dorchester County Public Schools complies with the provisions of Title IX and Section 504 of the Rehabilitation Act of 1973. For more information, contact Title IX Supervisor at 410-228-4747, Ext. 1014 or 504 Supervisor at 410-228-4747, Ext 1003

### **CHILD FIND**

The purpose of Child Find is to identify, locate, and evaluate children and youth who are suspected or have a diagnosed disability or developmental delay, in order to provide appropriate special education services under the law. DCPS serves children from 3 years through 21 years of age. A referral may be made by anyone who has a concern about a child's development. Children may be referred by any of the following: parents/legal guardians/foster parents, physicians, health care providers, other family members, school personnel, and community agencies. A child should be referred when a health or a medical disorder interferes with development and/or learning; has difficulty seeing or hearing, appears to have social; emotional or behavioral difficulties that affect his/her ability to learn; has difficulty understanding directions like others that are his or her age; speech is not understood by family or friends; has difficulty with reading, writing, math, or other school subjects; or had a diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn. Dorchester County Public Schools conducts screening activities and evaluations throughout the year for children who are suspected of having a disability. Contact the Special Education Department at 410-228-4747, Ext. 1024, between the hours of 8:00 a.m. and 4:30 p.m. Monday through Friday for additional information.

## **PROCEDURES FOR REPORTING THE PROMPT INVESTIGATION OF ACTS OF BULLYING, HARASSMENT, OR INTIMIDATION**

The Dorchester County Board of Education strongly believes that all students should be able to attend school and school sponsored activities and events in an environment free from any form of harassment/bullying, intimidation, or discrimination. Harassment/bullying, intimidation, and discrimination on the basis of race, color, sex, age, sexual orientation, national origin, religion, or disability that limits a student's ability to participate in or benefit from an educational program is strictly prohibited by federal law and will not be tolerated in Dorchester County Public Schools.

1. Any person alleging that an act of Bullying, Harassment or Intimidation will be encouraged to complete the Bullying, Harassment, or Intimidation For. School Administration shall provide notice to parents/guardians of bullying incidents within three (3) business days (for victim) and five (5) business days (for alleged perpetrator) of the act of being reported. You can complete a bullying report:
  - a. At your child's school
  - b. Online by using <http://www.dcps.k12.md.us/bullying.html>, or
  - c. You may call DCPS Stop Bullying Hotline at 410-901-6900.
2. School Administrators or the Administrative Designee will determine whether bullying, harassment, or intimidation actually occurred by taking steps to verify who committed the act of bullying, harassment, or intimidation and whether others played a role in perpetuating this act. Other related complaints, if any, will be reviewed in making this determination.
3. Neither victim nor witness should be promised confidentiality at the onset of an investigation. It cannot be predicted what will be discovered or if a hearing may result from the ultimate outcome of the investigation. Efforts should be made to increase the confidence and trust of the victim and any witnesses. They will be informed that any information discussed and recorded will be confined to "need to know" status.
4. School Administrators or the Administrative Designee will apply consequences and/or remedial actions consistent with due process rights using the range of listed consequences as a guide. The offender will be informed that retaliation against a bystander is strictly prohibited and that progressing consequences will occur if the activity continues.
5. The Administrator/Designee will create a written record of bullying, harassment, or intimidation incident and any disciplinary actions taken, as well as the statements of the victim, witnesses, and offender. Discussions with all parties, should be documented as soon as possible after the event. Any material records or evidence will not be discarded while a criminal investigation or prosecution resulting from the incident is ongoing.
6. Separate conferences with the victim and offender will occur within two weeks after the investigating to determine whether the bullying, harassment, or intimidation has continued and whether additional consequences need to be implemented. These conferences may occur as part of the counseling intervention. The victim will be encouraged to continue to report suspected incidents of Bullying, Harassment or Intimidation to the Principal or Administrative Designee who will determine which staff member will conduct the follow-up conference.

You can view Policy 450.9 Bullying, Harassment & Intimidation by visiting the BoardDocs section of our website at [www.dcps.k12.md.us](http://www.dcps.k12.md.us), or contact the Office of Student Services at 410-901-6940.

## **SEXUAL HARASSMENT POLICY**

The Dorchester County Board of Education expects that staff members, students, and others conducting business on Board of Education property will not be subject to sexual harassment. Sexual harassment violates federal and state laws and is completely inappropriate in the workplace and the learning environment.

Sexual harassment can be evident in two different forms: sexual conduct related to an employment benefit or detriment or sexual conduct that creates a hostile environment. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual or otherwise offensive nature such as propositions, repeated requests for dates, dirty jokes, sexually provocative pictures, unnecessary touching or graphic or verbal comments about an individual's body, or use of sexually degrading names.

Any person who believes he or she is being subjected to sexual harassment should report the incident to a School Administrator, Department Head, School Counselor, or the Director of Student Services. If a complaint is against the immediate supervisor, the complaint should be reported to the next level supervisor.

All discussions will be considered confidential to the extent permitted by law and consistent with the school system's obligation to investigate complaints. An investigation of the incident shall begin immediately. Corrective action will be taken in an instance where sexual harassment is found. The Board of Education prohibits any form of retaliatory action against any person who has filed a complaint of sexual harassment.

## **Section 3**

### **REQUIREMENTS FOR ADMISSION**

#### **ADMISSION OF HOMELESS STUDENT**

The McKinney-Vento Homeless Assistance Act, amended by the No Child Left Behind Act of 2001, ensures that all homeless children and youth, including preschoolers, have equal access to the same free, appropriate educational programs as provided to all other children and youth.

The McKinney-Vento Act is in place to eliminate educational barriers facing homeless children and youth and to protect them from discrimination on the basis of their homelessness. Homeless children and youth experience barriers associated with transportation, proof of residency, immunization, providing birth certificates and obtaining school records, lack of privacy or study space, continuity in school curriculum and instruction, clothing, and school supply needs.

In order to comply with the intent of the McKinney-Vento Act, the Student Services Office will assist in facilitating the enrollment of any children presented as homeless. The Student Services Office will investigate each case for validation of the homeless status and work with the school and family as soon as possible to assist with the registration process and other needs as determined to exist that may require school support.

#### **Student Rights under the McKinney-Vento Act**

Students who experience homelessness have rights under the McKinney-Vento Homeless Education Act. If your family lives in any of the following situations:

1. In a shelter, motel, vehicle, or campground.
2. On the street
3. In an abandoned building, trailer, or other inadequate accommodations, or
4. Doubled up with friends or relatives because you cannot find or afford housing.

Parents/Guardians should:

1. Contact the Office of Student Services at 410-901-6940 for help in enrolling your child in a new school or arranging for your child to continue in his/her former school.
2. Contact the school and provide any information you think will assist teachers in helping your child adjust to new circumstances.
3. Inquire about services that may be available to assist your child attend school, such as the provision of school supplies, if needed.

## Homeless Appeal Process

If a dispute arises over school selection or enrollment in a school:

1. The homeless student shall be immediately admitted to the school of origin or school in the attendance area where the student actually lives pending resolution of the dispute.
2. The parent shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the right to appeal the decision.
3. In the case of an unaccompanied homeless student, the homeless liaison shall ensure that the student is immediately enrolled in school pending resolution of the dispute. Disputes regarding enrollment, school selection and services to be provided shall be addressed as follows:
4. Upon receipt of a written complaint from the parent of a homeless student or an unaccompanied homeless student, the Principal shall resolve the complaint within five (5) school days.
5. If the parent or the unaccompanied homeless student is dissatisfied with the resolution, or if the Principal does not issue a decision within five (5) days, the parent or the unaccompanied homeless student may file a written complaint with the Superintendent.
6. The Superintendent / Designee shall issue a decision within ten (10) school days.
7. If the Superintendent / Designee does not issue a decision within ten (10) days, or if the parent, or the unaccompanied homeless student is dissatisfied with the decision, the parent or the unaccompanied homeless student may appeal the decision to the Board of Education, in writing, within 30 days, pursuant to Education Article, 4-205(c) Annotated Code of Maryland
8. The Board of Education shall decide the appeal on an expedited basis within 45 days of receipt of the appeal.
9. If the parent or the unaccompanied homeless student is dissatisfied with the decision of the board, the parent or the unaccompanied homeless student may appeal the decision to the State Board, in writing, within 30 days, pursuant to COMAR 13A.05.09.07.07
10. During the dispute resolution process including any appeals, the student shall remain enrolled in the school system/school.

## ATTENDANCE POLICY

### Maryland Compulsory Attendance Law

It is the duty of the parent or legal guardian or any person who has care and control of a child five (5) years old or older and under 18 years old to see that the child attends school regularly. There are penalties under the law for persons who do not see that the child attends school regularly.

These penalties include:

1. Any person who induces or attempts to induce a child to absent himself or herself unlawfully from school or employs or harbors any child who is absent unlawfully from school while school is in session is guilty of a misdemeanor and/or conviction is subject to a fine not to exceed \$500 or imprisonment not to exceed 30 days, or both.
2. Any person who has legal custody or care and responsibility for a child who is 5 years old or older and under 18 who fails to see that the child attends school or receives instruction under this section of the law is guilty of a misdemeanor and for a first conviction is subject to a fine not to exceed \$50 per day of unlawful absence or imprisonment not to exceed ten (10) days, or both; and for a second or subsequent conviction is subject to a fine not to exceed \$100 per day of unlawful absence or imprisonment not to exceed 30 days, or both.

### Attendance Philosophy

Students are expected to attend school and all classes regularly and punctually. DCPS believes that:

1. Frequent absences of students from regular classroom learning experiences disrupts the continuity of the instructional process. The benefit of regular classroom instruction is lost and cannot be entirely regained, even by extra after school instruction.
2. Students develop habits of responsibility, self-discipline, and effective work skills through regular classroom attendance.
3. Regular school attendance maximizes the probability of each student completing high school and becoming a productive member of society.
4. School attendance is a parent and student responsibility.
5. Maintaining close communication and cooperation between the home, school and community agencies promotes regular attendance.

Maryland State law requires regular school attendance. Education Article Section 301 of the Maryland Annotated Code requires that, "each child who resides in this state and is five (5) years old or older and under 18 shall attend public school regularly during the entire school year unless the child is otherwise receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age."

The following absences from school are deemed to be lawful. As such, work missed during absence for any of these reasons may be made up and grades awarded accordingly. *Parent notes or other documentation are required to determine lawful absences.*



The Superintendent, School Principal, or an individual authorized by the Superintendent or Principal may excuse a student for a lawful absence (§13.A.08.03 Code of Maryland Regulations).

Lawful absences include:

1. Death in the immediate family
2. Illness of a student
3. Court summons
4. Out of school suspension
5. Other emergency
6. Students who are incarcerated
7. School-sanctioned family activities
8. Health exclusion
9. Religious observances (requires prior approval from Principal)
10. Other activities sanctioned by DCPS (i.e. field trips, athletic activities, etc.)

Work missed during school-sanctioned family activities or lawful absences may be made up in accordance with Board of Education make-up policies.

*Except for school-sanctioned family activities, notes and documentation verifying lawful absences from school must be submitted within five (5) school days after the student's return to school from the absence. Failure to submit verification as required will result in the absence being considered unlawful.*

### **Unlawful Absences**

Students with lawful or unlawful absences are required to make up work for all absences. It is the student's responsibility to make up any work missed due to absences, lawful or unlawful. Work satisfactorily made up within the school's prescribed time after returning to school will receive full credit.

Students upon receiving work from their teachers will have the equivalent of the number of days absent to complete work. All make-up work will be graded in accordance with the regular grading policy as long as it is completed within the established timeline.

A student's parent or designee must make arrangements with the School Counselor office to obtain make-up work during the time of the suspension.

## **Attendance Requirement**

In order to receive the most out of educational experiences, students are required to be punctual and to attend school on a regular basis. The following will serve as the basis for determining full day, half day and tardy status:

1. A student in attendance four hours or more of the school day will be considered present for a full day.
2. A student in attendance for at least two hours of the school day, but less than four hours, will be considered present a half day\*
3. A student in attendance for less than two hours of the school day will be considered absent for a whole day.
4. A student arriving to school after the start of the school day or arriving to any class late shall be considered tardy.

Tardiness can be a serious disruption to the educational process. Therefore, each school shall address tardiness in a similar manner as lawful and unlawful absences and develop rules to address lateness to school and to classes.

*\*Note: Half day absences will accumulate. Two half days equal one full day of absence.*

## **In Grades K through 12**

Students who accumulate more than ten (10) absences (lawful or unlawful) per year will be required to produce an acceptable doctor's note or other medical documentation for all subsequent absences. Failure to provide this documentation will result in the absence being considered unlawful.

## **Attendance Review**

Students in grades 9-12 or their parent/guardian shall have the right to appeal unlawful absences beyond the allowable limits directly to the Principal and his/her Designee. An Attendance Review Committee shall be established in each school to review appeals of unlawful absences that affect grade reductions in grades 9-12 and decisions of retention at middle and elementary level.

Appeals can be initiated for unpredictable or emergency situations as:

1. Unusual health conditions with medical documentation.
2. Emergencies which prevent attendance

Appeals regarding the status of a student's unlawful days must be initiated by the parent/legal guardian or student within five (5) days. Attendance Reviews shall require the presence of the parents or guardian and the student. Decisions made by the Attendance Review Committee may

be appealed in writing to the Superintendent or Superintendent's Designee within five (5) school days of receipt of the committee's decision.

### **Make-Up Work Requirements**

Students with lawful or unlawful absences are required to make up work for all absences. Here is some important information regarding the make-up policy:

1. It is the student's responsibility to make-up any work missed due to absences, lawful or unlawful. Work satisfactorily made up within the school's prescribed time after returning to school will receive full credit.
2. Students upon receiving work from their teachers will have the equivalent of the number of days absent to complete work. All make-up work will be graded in accordance with the regular grading policy as long as it is completed within the established timeline.
3. Teachers may extend the deadline for make-up work as provided in school handbooks or in consultation with the Principal when the length of the absence warrants, particularly in cases of extended illness or long-term suspensions.
4. A student's parent or designee must make arrangements with the School Counselor office to obtain make-up work during the time of the suspension.

The complete Attendance Policy can be reviewed online at <http://dcps.k12.md.us>

## **SCHOOL CLOSINGS OR DELAYED OPENINGS**

All public schools in Dorchester County will be closed on days when roads are considered to be unsafe for school bus transportation. The decision to close or delay school will normally be made by the Superintendent of schools by 5:00 a.m. Early closing decisions will be made to permit sufficient time for buses to reach their assigned schools. Notification will be made as quickly as possible once a decision is made.

Announcements regarding school closings, delays and early dismissals will be made and announced in the following manner:

1. Our automated calling system (School Messenger®) will be calling each student's household.
2. Log onto the Board website (<http://dcps.k12.md.us>) to check for school closings and delays.
3. Call the dedicated phone number (410-901-6951). Please do not call the main switchboard at the Central Office.
4. Listen to the radio and TV station listed below for further updates
  - a. Radio Stations: WCEM, WCEL, WAAI, WQHQ
  - b. TV Stations: WBOX (16) WMDT (47), WBAL (11), WMAR (12), WJZ (13)
5. Free e-mail and text messaging services are available from some television stations such as WBOC, WBAL, and others. You can access these services through their websites. These are the stations that we are aware of that offer this service, there may be others.

If the decision is a one-hour delayed, opening, ALL programs will be in operation.

If the delayed opening is for one and one-half hours or longer, the following programs will be cancelled:

- Half-day A.M. Prekindergarten programs
- Half-day A.M. Special Education programs and Prekindergarten Programs

If schools are delayed two hours or longer, the following programs will be cancelled

- School breakfast program
- Morning DCTC for NDHS students

Announcements will be made only when schools will be closed or when there are delayed openings or early closings. No announcements will be made when the schools are open as usual. **PLEASE DO NOT CALL THE RADIO/TELEVISION STATIONS TO ASK ABOUT SCHOOL CLOSINGS AS THIS WOULD PREVENT THEIR MAKING TIMELY ANNOUNCEMENTS.**

Children can be kept safe when schools close unexpectedly by arranging emergency back-up care. Children should be taught what to do and where to go in case you are not at home when schools close because of emergency situations. **Please be sure to leave at the school at least one phone number of a friend, neighbor, or relative that can be reached if the parents/guardians are not at home. It is important to leave a number of someone who is usually available when parents/guardians are not home.**

## HEALTH POLICIES/PROCEDURES

The health of children in Dorchester County Public Schools is viewed as an important factor in the learning process. Therefore, cooperation between a child’s physician, parent, and school is essential to safeguard a child’s health and to assure academic success.

1. IMMUNIZATION: Maryland law requires that each student entering and attending school have evidence of immunizations. Children who are not immunized will not be permitted to attend school. Any absences from school for failure to be immunized will be considered unlawful.

The following immunizations are required:

Vaccine/Current Age of Child	DTaP/DTP/DT <sup>1</sup>	Polio <sup>2</sup>	Hib <sup>3</sup>	Measles <sup>2,4</sup> Mumps, Rubella	Varicella <sup>2,4,5</sup> (chickenpox)	Hepatitis B <sup>2</sup>	PCV7 <sup>3</sup> (Prevnar™)
Less than 2 months	0	0	0		0	1	0
2-3 months	1	1	1		0	1	1
4-5 months	2	2	2		0	2	2
6-11 months	3	3	2		0	3	2
12-14 months	3	3	At least 1 dose given after 12 months of age		1	3	2
15-23 months	4	3	At least 1 dose given after 12 months of age		1	3	2
24-59 months	4	3	At least 1 dose given after 12 months of age		1	3	1
60-71 months	4	3	0		1	3	0
Grade Level Grade (Ungraded)	DTaP/DTP/ Tdap/DT/ Td <sup>1,6</sup>	Tdap <sup>6</sup>	Polio <sup>2</sup>	Measles <sup>2,4</sup> Mumps, Rubella	Varicella <sup>2,4,5</sup> (chickenpox)	Hepatitis B <sup>8</sup>	Meningococcal
Kindergarten Grades 1, 2, 3 & 4	(5-9 yrs) 4 or 3	0	3	2	2	3	0
Grades 5-6	(9-11 yrs) 3	0	3	2	1 or 2	3	0
Grades 7, 8, 9, 10 & 11	(11-17 yrs) 3	1	3	2	1 or 2	3	1
Grade 12	(17-18+ yrs) 3	0	3	2	1 or 2	3	0

Vaccine Requirements for Children Enrolled in Preschool and in Schools  
Per DHMH Code of Maryland Regulations (COMAR) 10.06.04.03  
Maryland School Year 2018 - 2019 (Valid 9/1/18 – 8/31/19)

FOOTNOTES

**New Requirements for the 2018-19 school year are:**

- 2 doses of Varicella vaccine for entry into Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> AND 4<sup>th</sup> grades
- 1 dose of Tdap vaccine for entry into 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> AND 11<sup>th</sup> grades
- 1 dose of Meningococcal vaccine for entry into 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> AND 11<sup>th</sup> grades

Instructions: On the chart locate the student's age or grade and read from left to right to determine the NUMBER of required vaccinations by age or grade. Dosing or spacing intervals should not be considered when determining if the requirement is met, only count the number of doses needed. MMR and Varicella vaccination dates should be evaluated (See footnote #4).

1. If DT vaccine is given in place of DTP or DTaP, a physician documented medical contraindication is required.
2. Proof of immunity by positive blood test is acceptable in lieu of vaccine history for hepatitis B, polio, and measles, mumps, rubella and varicella, **but revaccination may be more expedient.**
3. Hib and PCV (Prevnar™) are not required for children older than 59 months (5 years) of age.
4. All doses of measles, mumps, rubella and varicella vaccines should be given on or after the first birthday. However, upon record review for students in preschool through 12<sup>th</sup> grade, a preschool or school may count as valid vaccine doses administered less than or equal to four (4) days before first birthday.
5. One dose of varicella (chickenpox) is required for a student younger than 13 years of age. Two doses of varicella vaccine are required for students entering Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades and for previously unvaccinated students 13 years of age or older. Medical diagnosis of varicella disease is acceptable in lieu of vaccination. Medical diagnosis is documented history of disease provided by a health care provider. Documentation must include month and year.
6. Four (4) doses of DTP/DTaP are required for children less than 7 years old. Three (3) doses of tetanus and diphtheria containing vaccines (any combination of the following – DTP, DTaP, Tdap, DT or Td) are required for children 7 years of age and older. One dose of Tdap vaccine received prior to entering 7<sup>th</sup> grade is acceptable and should be counted as a dose that fulfills the Tdap requirement.
7. Polio vaccine is not required for persons 18 years of age and older.

In order to comply with immunization requirements, it is the parent's responsibility to present written proof of the child's immunizations to the school from a physician or a health department. The school Principal and the school nurse are responsible for the enforcement of this requirement under the supervision of the health department.

2. **PHYSICAL EXAMS:** Maryland law requires all new students entering public schools in Maryland for the first time to have a physical exam completed by a physician or certified nurse practitioner. The Maryland Schools Record of Physical Examination form is to be used and is available from your school and doctor. The physical exam must occur within nine months prior to, or six months after, entrance.
3. **BLOOD LEAD TESTING:** Pursuant to Maryland State Law, Maryland Law requires the parent or guardian of a child who currently resides in Dorchester County, or has previously resided in an at-risk area, to provide the school with dates of the child's blood lead testing. This reporting shall occur on the child's first entry in a Maryland public Prekindergarten, kindergarten or first grade.

4. **MEDICATIONS IN SCHOOL:** The administration of medication to students while in school is generally discouraged. Treatment schedules that allow medications to be given other than school hours are preferred and encouraged. When, in the opinion of the prescribing physician, it is necessary for the student to be given medication during school hours it must be given in accordance with the following medication guidelines established by the Board of Education.
  - a. The Maryland State School Medication Administration Authorization Form must be completed by the student's physician and parent, for all medications, and including when changes occur.
  - b. Medication must be transported to the school by a parent or other adult. The parent must supply the medication to be used at school in the current pharmacy labeled container with the student's name and the name of the medication on it. If the medication is to be given at home and school, have the pharmacist make up two bottles of medication when filling your prescription, one for home and one to be left at school.
  - c. The first day's dosage of any new prescription must be given at home.
  - d. The medication will be given in school by the school health staff or the Principal's Designee, only after the above requirements are met. The medication will be kept in a designated locked space. Any unused portion of the medication must be picked up by the parent within one week after the expiration date of the physician/parent order, and at the end of the school year. Medication not picked up will be destroyed. Medications include: oral medications (pills, tablets, liquids), topical ointments, creams, powders, inhalants, and eye, ear, and nose drops and sprays. Injectable medications are given only as life saving measures and not as a routine medication, except under certain circumstances.
  - e. A physician's order and a school nurse assessment are required for all self-carry medications. Students who have been assessed by their physician and school nurse to self-carry medications, including inhalers, are permitted to have them on their person. Students approved to self-carry are encouraged to use a fanny pack rather than leaving medication in a book bag. Parents are encouraged to arrange for a back-up inhaler to be kept in the health room. All self-carry medications must have a current prescription label on them in order to be used.
5. **SCREENINGS:** Vision and hearing screenings are done for new entries and grades PK, 1<sup>st</sup>, and 8<sup>th</sup> and those referred, according to State Law. Parents objecting to their child being screened must do so in writing, attention to the school nurse, prior to the screenings taking place. Parents will be notified in writing if their child fails the screenings. Head lice screenings are also done by School Health Staff, when indicated.
6. **CHRONIC HEALTH CONCERNS:** Parents are responsible for notifying the school nurse and bus driver of any health problems their student may have for which emergency care may be required.
7. **EPINEPHRINE FOR EMERGENCY USE:** Maryland State Law authorizes trained school personnel (in addition to the school nurse) to administer auto-injectable epinephrine to students exhibiting signs and symptoms of anaphylaxis, whether or not the student has ever experienced allergic reactions in the past. Anaphylaxis is potentially life threatening and may occur as a reaction to insect stings or bites, foods, medications, or other allergens.

School Health Suites will be stocked with auto-injectable epinephrine (for example Epi Pens) for those students who exhibit signs and symptoms of anaphylaxis during on site school activities during the regular school day.

Parents of students with prescribed auto-injectable epinephrine by their health care providers must provide this medication for their child's use during the school day and during school sponsored events.

The health room stock is not intended to replace an individual student's prescribed medication.

Please contact your school nurse with any questions or concerns.

Any further questions regarding health information or requirements may be directed to the Supervisor of School Health (410)-901-6952 or the Director of Student Services (410)-228-4747 ext. 1003.



## Section 4

### AVAILABLE DISTRICT RESOURCES

School	Programs	Human Resources	Positive Behavior Interventions & Supports School Y or N
<b>Elementary Schools</b>			
<b>Maple Elementary</b>	<ul style="list-style-type: none"> <li>• School Counseling</li> <li>• Reshaping Individual Student Experiences (R.I.S.E.) Program</li> <li>• Ripple Effects software</li> <li>• School-based Mental Health Services</li> <li>• Access to Conflict Resolution/Mediation Services by request</li> <li>• School-Based Wellness Center</li> <li>• Family Navigation Services</li> <li>• Eastern Shore Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 1 School Counselor</li> <li>• 1 Instructional Assistant</li> <li>• 1 PPW shared with 2 other schools</li> <li>• 1 District Social Worker shared with 4 other schools</li> <li>• Mental Health Therapist provided by For All Seasons, Inc.</li> <li>• Conflict Resolution Services provided by Mid-Shore Community Mediation Center</li> <li>• School-Based Wellness Center services provided by the Dorchester County Health Dept.</li> <li>• 1 Family Navigator provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	Y
<b>Sandy Hill Elementary</b>	<ul style="list-style-type: none"> <li>• School Counseling</li> <li>• Reshaping Individual Student Experiences (R.I.S.E.) Program</li> <li>• Ripple Effects software</li> <li>• School-based Mental Health Services</li> <li>• Access to Conflict Resolution/Mediation Services by request</li> <li>• School-Based Wellness Center</li> <li>• Family Navigation Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 2 School Counselors</li> <li>• 1 Educational Specialist</li> <li>• 1 Community Liaison Worker</li> <li>• 1 School Social Worker dedicated to Sandy Hill</li> <li>• 1 PPW shared with 3 other schools</li> <li>• Mental Health Therapist provided by Corsica River Health Services</li> </ul>	Y

School	Programs	Human Resources	Positive Behavior Interventions & Supports School Y or N
		<ul style="list-style-type: none"> <li>• Conflict Resolution Services provided by Mid-Shore Community Mediation Center</li> <li>• School-Based Wellness Center services offered by the Dorchester County Health Dept.</li> <li>• 1 Family Navigator provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	
<b>Choptank Elementary</b>	<ul style="list-style-type: none"> <li>• School Counseling</li> <li>• Reshaping Individual Student Experiences (R.I.S.E.) Program</li> <li>• Ripple Effects software</li> <li>• Choptank Steppers mentoring program</li> <li>• School-Based Mental Health Services</li> <li>• Access to Conflict Resolution/Mediation Services by request</li> <li>• Family Navigation Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 1 School Counselor</li> <li>• 1 Educational Specialist</li> <li>• 1 School Social Worker dedicated to Choptank</li> <li>• District Social Worker shared with 3 other schools</li> <li>• 1 PPW shared with 3 other schools</li> <li>• Conflict Resolution Services provided by Mid-Shore Community Mediation Center</li> <li>• 1 Family Navigator provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> <li>• School-Based mental health services provided by Corsica River Health Services</li> </ul>	Y

<b>School</b>	<b>Programs</b>	<b>Human Resources</b>	<b>Positive Behavior Interventions &amp; Supports School Y or N</b>
<b>Vienna Elementary</b>	<ul style="list-style-type: none"> <li>• School Counseling Program</li> <li>• Ripple Effects Software</li> <li>• Access to Conflict Resolution Services</li> <li>• School-based Mental Health Services</li> <li>• Family Navigation Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 1 School Counselor</li> <li>• 1 School Social Worker shared with 4 other schools</li> <li>• 1 PPW shared with 3 other schools</li> <li>• Mental Health Therapist provided by Eastern Shore Psychological Services</li> <li>• Conflict Resolution Services provided by Mid-Shore Community Mediation Center</li> <li>• 1 Family Navigator provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	Y
<b>Warwick Elementary</b>	<ul style="list-style-type: none"> <li>• School Counseling</li> <li>• Ripple Effects software</li> <li>• School-based Mental Health Services</li> <li>• Access to Conflict Resolution Services</li> <li>• Family Navigation Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 1 School Counselor</li> <li>• 1 PPW shared with 3 other schools</li> <li>• 1 District Social Worker shared with 4 other schools</li> <li>• Mental Health Therapist provided by Eastern Shore Psychological Services</li> <li>• School Counseling</li> <li>• Access to Conflict Resolution/Mediation Services by request</li> <li>• 1 Family Navigator provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	N

School	Programs	Human Resources	Positive Behavior Interventions & Supports School Y or N
<b>Hurlock Elementary</b>	<ul style="list-style-type: none"> <li>• School Counseling Program</li> <li>• Reshaping Individual Student Experiences (R.I.S.E.) Program</li> <li>• Ripple Effects software</li> <li>• School-based Mental Health Services</li> <li>• Access to Conflict Resolution/Mediation Services by request</li> <li>• School-Based Wellness Center</li> <li>• Family Navigation Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 1 School Counselor</li> <li>• 1 Educational Specialist</li> <li>• District Social Worker shared with 4 other schools</li> <li>• PPW shared with 3 other schools</li> <li>• Conflict Resolution Services provided by Mid-Shore Community Mediation Center</li> <li>• Mental Health Services provided by Eastern Shore Psychological Services</li> <li>• School-Based Wellness Center services provided by the Dorchester County Health Department</li> <li>• 1 Family Navigator provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	Y
<b>Middle Schools</b>			
<b>South Dorchester K-8</b>	<ul style="list-style-type: none"> <li>• School Counseling Program</li> <li>• Ripple Effects software</li> <li>• School-based Mental Health Services</li> <li>• Access to Conflict Resolution Services by request</li> <li>• Family Navigation Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 1 School Counselor</li> <li>• District Social Worker shared with 4 other schools</li> <li>• 1 PPW shared with 4 other schools</li> <li>• Conflict Resolution Services provided by Mid-Shore Community Mediation Center</li> <li>• Mental Health Services provided by For Seasons, Inc.</li> <li>• 1 Family Navigator provided by Maryland Coalition of</li> </ul>	N

School	Programs	Human Resources	Positive Behavior Interventions & Supports School Y or N
		<p>Families and is shared by all schools in the district.</p> <ul style="list-style-type: none"> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	
<b>Mace’s Lane Middle School</b>	<ul style="list-style-type: none"> <li>• School Counseling Program</li> <li>• Reshaping Individual Student Experiences (R.I.S.E.) Program</li> <li>• Up2U In-School Suspension/Intervention Program</li> <li>• Ripple Effects software</li> <li>• Ladies of Grace Mentoring Program</li> <li>• School-based Mental Health Services</li> <li>• On-site Conflict Resolution/Mediation Program</li> <li>• School-Based Wellness Center</li> <li>• Family Navigation Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 3 School Counselors</li> <li>• 2 Educational Specialists</li> <li>• 1 District Social Worker shared with 4 other schools</li> <li>• 1 PPW shared with 3 other schools</li> <li>• On-Site Conflict Mediation Services provided by Mid-Shore Community Mediation Center</li> <li>• Mental Health Services provided by Corsica River Health Services</li> <li>• School-Based Wellness Center services provided by the Dorchester County Health Dept.</li> <li>• 1 Family Navigator provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	Y
<b>North Dorchester Middle School</b>	<ul style="list-style-type: none"> <li>• School Counseling Program</li> <li>• Reshaping Individual Student Experiences (R.I.S.E.) Program</li> <li>• D.B.I. In-School Suspension/Intervention Program</li> <li>• Ripple Effects software</li> <li>• Gentleman’s Club Mentoring Program</li> </ul>	<ul style="list-style-type: none"> <li>• 1 Educational Specialist</li> <li>• 1 Instructional Assistant</li> <li>• 1 District Social Worker shared with 4 other schools</li> <li>• 1 PPW shared by 3 other schools</li> <li>• Mental Health Services provided by Eastern Shore Psychological Services</li> </ul>	Y

School	Programs	Human Resources	Positive Behavior Interventions & Supports School Y or N
	<ul style="list-style-type: none"> <li>• Ladies' Club Mentoring Program</li> <li>• School-Based Mental Health Services</li> <li>• On-Site Conflict Resolution/Mediation Services</li> <li>• School-Based Wellness Center</li> <li>• Family Navigation Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• On-Site Mediation Staff provided by Mid-Shore Communication Mediation Center</li> <li>• Wellness Center services provided by the Dorchester County Health Dept.</li> <li>• 1 Family Navigator is provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	
<b>High Schools</b>			
<b>Cambridge-South Dorchester High School</b>	<ul style="list-style-type: none"> <li>• School Counseling Program</li> <li>• Viking Way In-School Intervention/Suspension Program</li> <li>• Viking Quest In-School Intervention/Suspension Program</li> <li>• Ripple Effects software</li> <li>• On-Site Conflict Resolution/Mediation Services</li> <li>• School-Based Mental Health Services</li> <li>• School-Based Wellness Center</li> <li>• Family Navigation Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 1 PPW shared with 3 other schools</li> <li>• 1 District Social Worker shared with 3 other schools</li> <li>• 1 School Resource Officer</li> <li>• Mental Health Services provided by For All Seasons, Inc.</li> <li>• On-Site Mediation Staff provided by Mid-Shore Communication Mediation Center</li> <li>• School-Based Wellness Center services provided by the Dorchester County Health Dept.</li> <li>• 1 Family Navigator is provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	Y

School	Programs	Human Resources	Positive Behavior Interventions & Supports School Y or N
<p><b>North Dorchester High School</b></p>	<ul style="list-style-type: none"> <li>• School Counseling Program</li> <li>• D.B.I. In-School Suspension/Intervention Program</li> <li>• Reshaping Individual Student Experiences (R.I.S.E.) Program</li> <li>• Ripple Effects Software</li> <li>• On-Site Conflict Resolution/Mediation Services</li> <li>• School-Based Mental Health Services</li> <li>• School-Based Wellness Center</li> <li>• Family Navigator Services</li> <li>• Mobile Crisis Team</li> </ul>	<ul style="list-style-type: none"> <li>• 2 School Counselors</li> <li>• 1 Educational Specialist</li> <li>• 1 Instructional Assistant</li> <li>• 1 PPW shared with 3 other schools</li> <li>• 1 District Social Worker shared with 4 other schools</li> <li>• 1 School Resource Officer</li> <li>• Mental Health Services provided by Eastern Shore Psychological Services</li> <li>• On-Site Mediation Staff provided by Mid-Shore Communication Mediation Center</li> <li>• School-Based Wellness Center services provided by the Dorchester County Health Dept.</li> <li>• 1 Family Navigator is provided by Maryland Coalition of Families and is shared by all schools in the district.</li> <li>• Mobile Crisis Team Services available through the Santé Group.</li> </ul>	<p>N</p>

\* - Represents an elementary/middle school

## Contact Information for Service Agencies

Services Offered	Service Provider	Contact Person
Conflict Resolution, Mediation, and Restorative Practices	Mid-Shore Community Mediation Center <a href="http://www.midshoremmediation.org">http://www.midshoremmediation.org</a>	Jennifer Williams School Services Point of Contact <a href="mailto:mscmc.jennifer@gmail.com">mscmc.jennifer@gmail.com</a>
Family Navigation Services	Maryland Coalition of Families <a href="http://www.mdcoalition.org">http://www.mdcoalition.org</a>	Bernadette Townsend Family Navigator <a href="mailto:btownsend@mdcoalition.org">btownsend@mdcoalition.org</a>
Mobile Crisis Team	Affiliated Santé Group <a href="https://www.thesantegroup.org/crisis-response-services">https://www.thesantegroup.org/crisis-response-services</a>	Carol Masden Director, Eastern Shore Crisis Response <a href="mailto:cmasden@santegroup.org">cmasden@santegroup.org</a>
School-Based Mental Health Services	Eastern Shore Psychological Services <a href="http://epsmd.com">http://epsmd.com</a>  For All Seasons <a href="http://forallseasonsinc.org">http://forallseasonsinc.org</a>  Corsica River Health Services <a href="https://crmhsinc.com">https://crmhsinc.com</a>	Dr. James Bell Supervisor of Student Services <a href="mailto:bellj@dcpsmd.org">bellj@dcpsmd.org</a>
School-Based Wellness Center	Dorchester County Health Department <a href="http://www.dorchesterhealth.org/index.php?page=school-based-wellness-centers">http://www.dorchesterhealth.org/index.php?page=school-based-wellness-centers</a>	Beth Spencer Program Manager <a href="mailto:beth.spencer@maryland.gov">beth.spencer@maryland.gov</a>
Child Support Services Child Care Subsidy Program Food Supplement Program	Department of Social Services 627 Race Street Cambridge MD 410-901-4100	



# **DORCHESTER COUNTY PUBLIC SCHOOLS**

## **Grading, Promotion, and Retention Systems Procedure**

### **I. Purpose**

The purpose of this procedure is to provide direction to all Dorchester County Public Schools (DCPS) instructional staff regarding the proper steps necessary to assess, grade, retain and promote DCPS students. The comprehensive reporting system is a communication tool between teachers, students, and their families. The information shared reflects a summary of the student's performance compared to grade-level expectations. Communication between home and school is essential to support the progress that students make toward demonstrating the proficiency with the curriculum taught in Dorchester County Public Schools.

### **II. Elementary School (PreK – 5)**

1. **Standards-Based Progress Report:** As part of the shift to the Maryland College and Career Ready Standards, DCPS has adopted a standards-based progress report for Pre-Kindergarten through Grade Five. Each twelve-week grading period, a student's progress is formally reported. The elementary progress report is designed to communicate a comprehensive picture of how a student is performing in school. This performance reflects the progress and effort demonstrated with the specific knowledge and skills that are being taught in the classroom. Progress is reported in terms of standards. The rigorous standards selected for the progress report highlights the most important content and skills students should learn in each subject at a particular grade level. Not all standards for every grade level are recorded on the progress report, but all standards are being addressed throughout the school year.
2. The purpose of a progress report is to provide parents, teachers, and students with more accurate information about students' progress towards meeting specific content standards. By monitoring the standards listed on the progress report, parents and teachers will know if students are mastering the skills needed at each grade level. As a result, parents will have access to additional information regarding what their child should know and be able to do by the end of each grade level. The Standards-Based Progress Report highlights the most important content and skills students should learn in each subject at a grade level.
3. Dorchester County Public Schools believes that the progress report will provide parents with the information on how their child is progressing on the critical content of grade level standards, knowledge, and skills; it will also focus on behaviors that support learning. The progress report will be a tool which facilitates communication between home and school.
4. **Determining Student Performance:** Student performance is to be scored based on mastery of the grade level standard. Teachers need to use the rubric below and professional judgement following guidelines to determine the student's level of proficiency at the end of each trimester. Standards for the progress report are scored as follows:

Performance Level	Description
<p><b>E = Exceeds Grade Level Standards</b></p> <p>Extends key concepts, processes, and skills. Consistently works beyond stated grade level standards</p>	<p>Earning an “E” means a student demonstrates academically superior skills in a specific area, extends key concepts processes and skills, and consistently works beyond the stated grade level standards. An “E” is difficult to obtain and indicates unusually high achievement.</p>
<p><b>M = Meets Standards</b></p> <p>Consistently grasps and applies key concepts, processes, and skills independently and successfully meets stated grade level standards</p>	<p>Earning an “M” means the student, after instruction, has proficient understanding in a specific area, consistently grasps and applies key concepts, processes, and skills independently, and successfully meets stated grade level standards. The goal is for all of our students to reach a “M” on their grade level standards through instruction. A student receiving a “M” is right on track with our high academic expectations.</p>
<p><b>A = Approaching Standards</b></p> <p>Progressing towards understanding and application of key concepts, processes, and skills to meet stated grade-level standards</p>	<p>Earning an “A” means the student is progressing towards the standard; however, the student performance has not yet reached the level of consistent application. The student requires modeling, reinforcement or support from time to time. An “A” should indicate to parents that their child is approaching the grade level expectations.</p>
<p><b>N = Needs Improvement</b></p> <p>Struggles to grasp key concepts, processes, and essential skills; is an area of concern that requires improvement</p>	<p>Earning a “N” means the student is not grasping key concepts, processes and essential skills of stated grade level standards. This is an area of concern that requires support and/or interventions may be needed to learn and stay on track with district expectations.</p>
<p>Shaded = Not assessed at this time</p>	<p>Indicates this standard has not been addressed in this trimester.</p> <p>All areas ‘default’ to this score.</p>
<p>*= With accommodations and/or modifications as required by an IEP, 504 Plan, or ELL Plan</p>	<p>ONLY to be used with students that have an IEP, 504, or ELL accommodations and/or modifications.</p>

5. Scoring Individual Assignments: Standards are the end-of-year goal.
  - a. Classroom teachers use objectives to create and implement their daily lessons and assessments. The objectives for a lesson are the building blocks to achieving the grade level end-of-year standard. Teachers will develop and score their assignments based on objectives to meet the grade level standard. In addition to rubrics, teachers need to use professional judgement to determine the student's level of proficiency.
  - b. There are a variety of ways to report scores to a parent/guardian throughout each marking period. Regardless of the way chosen, the scoring should indicate how the student is progressing towards the end of year standard. In addition, each score should be accompanied by a specific comment that lets the student and parent know what was achieved or missed in order to master the grade level standard. Throughout each trimester, teachers assess students using both formative and summative assessments. With the standards for that grade level in mind, they consider:
    - c. Knowledge of the student (How does the child learn best and in what way does the child communicate his/her learning?)
    - d. Evidence of student performance (This would include work samples that have been collected, student performance on activities and assessments, and teacher anecdotal notes.)
    - e. Knowledge of what the child is expected to know or be able to do (The expectations stated in the grade-level standards.)
6. Teachers must maintain a record of each student's work and progress. Because of the integrated nature of elementary curriculum, teachers may use individual assignments, tasks, or projects to evaluate student progress in a variety of skills and subject areas.
7. Because students benefit from immediate feedback, written work or products should be evaluated and returned to the student as soon as possible. Evaluative feedback should be included. Once this work has been examined by the student, the teacher may retain it for recordkeeping purposes. Such retained work shall be available during the current school year for review by the student and/or parent.
8. The performance level score shall be the result of a variety of evaluations – not only written tests. Meaningful feedback includes improvement suggestions, not merely grading.
9. Any performance score assigned to students' work is to be recorded. Not every paper needs to be scored; students need time to practice new skills, receiving constructive feedback, before being assessed.
10. Students with an IEP for special education services will receive the standard progress report for each trimester. They will continue to receive quarterly IEP progress reports based on goals & objectives as reported by the special education teacher
11. Mid-Trimester Progress Report
  - a. Mid-Trimester Progress Reports are required for all students.
  - b. Unified Arts teachers will use the same Mid-Trimester Progress Report form as classroom teachers. The Mid-Trimester Progress Report is required for all students achieving a score of 1 on any given standard.

- c. Comments are required for students receiving a 1; comments are optional for students receiving a 2 or above.
- d. The Mid-Trimester Progress Reports will be completed and distributed on the designated mid-trimester date. If at any point after the Mid-Trimester Progress Report is sent a student's progress declines, the teacher should contact the parent.
- e. At any time during the school year, teachers may request a conference with parents.
- f. The parent(s)/guardian(s) will receive the Mid-Trimester Progress Report.
- g. Teachers should keep a copy of the Mid-Trimester Progress Report for their files.

12. Promotion

- a. A student who does not meet standards both reading, and math will not be eligible for promotion.
- b. Students who do not meet standards in reading or mathematics must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 95% attendance and meeting the objectives for that grade level.
- c. Students who do not meet standards in reading or mathematics and who do not successfully complete accelerated instruction during extended year may only advance to the next grade by a unanimous recommendation made by the Student Services Team (SST).
- d. The SST may decide in favor of promotion only if the COMMITTEE concludes, upon review of all facts and circumstances and in accordance with standards adopted by the local school board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year.
- e. A student may be promoted only after final review of Principal.
- f. The review and final decision of the SST must be appropriately documented as meeting the standards adopted by the Board of Education. These standards may include but are not limited to the following:

Component 1:	<p>Evidence of satisfactory student performance, including grades; portfolios; work samples; local assessments; and individual reading and mathematics diagnostic tests or inventories</p> <p>The following information will be used to determine evidence of satisfactory student performance:</p> <ul style="list-style-type: none"> <li>- Writing Folders: Satisfactory scores on writing assignments</li> <li>- Benchmark Assessment Scores</li> <li>- Report Card Grades: Students must pass each core class (reading, English, math, science, and social studies) in order to be promoted.</li> <li>- PARCC and MISA results</li> <li>- District/Local Assessments</li> <li>- Teacher Observations</li> <li>- Inclusion information through the IEP/SST process.</li> </ul>
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Component 2:	The recommendation of the student’s teacher(s)
Component 3:	Extenuating circumstances that have adversely affected the student’s participation in either the required assessments or accelerated instruction.
Component 4:	<p>The following information will be considered as appropriate:</p> <ul style="list-style-type: none"> <li>- Enrollment data: mobility and attendance</li> <li>- Previous records of retention and student’s age</li> <li>- Record of previous intervention or/and Individual Intervention Plan</li> <li>- Previous referrals for special education</li> <li>- Documentation of the Early Intervention Team</li> <li>- Schedules and notes from parent conferences</li> <li>- Parent contacts</li> <li>- Any other appropriate information from the student’s cumulative folder</li> </ul>

13. Retention

- a. A student may be considered for retention when the student has not demonstrated appropriate levels of achievement, in response to interventions based upon his/her needs, does not qualify as a student with a disability, and would benefit from additional experiences with the curriculum at the same grade level. When retention is determined to be the appropriate course of action, written notification will be sent to parents or guardians and at least one conference per semester will be held with parents or guardians prior to the retention. If the parent and school personnel cannot reach an agreement relative to the retention, the final decision will be made by the elementary school principal and communicated in writing to parents or guardians.
- b. With approval of a committee consisting of at least the student’s teacher or teachers, student service personal, building level administrator(s) and permission of the parents or guardians, a second retention within grades K-8 may be allowed.

14. Placement

- a. A student may be placed in the next grade level by the building principal if he/she is achieving at a level that is not significantly lower than other students at the grade level.
- b. Students placed in a grade level will be assigned to a remedial program.

15. Remedial Programs

- a. Student may be placed in the program on a priority basis for reading and/or math if they meet specified criteria.
- b. Intervention Sessions: Any student who is not meeting minimum grade level requirements in language arts, mathematics, science or social studies may participate in intervention sessions.

- c. Extended Year/Extended Day: Students who are performing below grade level in an academic area will be considered for placement in the extended year program.
- d. Accelerated Instruction during Extended Year: Students may attend accelerated instruction during extended year school for reading, math, science, or social studies.

16. Timetable – The timetable to follow in considering possible Grade K-8 retentions is provided below. Activities specified in the timetable must be completed for all students retained. A checklist or record indicating that these procedures have been followed should be maintained in the folder of each student who is retained.

August/ September	<ol style="list-style-type: none"> <li>1. Review Administrative Policy with staff.</li> <li>2. Initiate and maintain folders with sample of students' work reflecting levels of achievement.</li> <li>3. Develop and determine strategies for interacting with parents.</li> <li>4. Arrange for parents to receive information about promotion and retention.</li> <li>5. Meet with parents and discuss specific skills deficits and strategies for remediation.</li> <li>6. Review student data from the previous year in order to identify early interventions and support.</li> <li>7. Monitor the student's attendance.</li> <li>8. Review student's cumulative folder and LAF (if appropriate) to determine if the student has been identified with a disability.</li> <li>9. Review the student's IEP or 504 plan to ensure that services are appropriate and are being implemented.</li> </ol>	Principal, School Instructional Team, Counselor, Staff
October/ November	<ol style="list-style-type: none"> <li>1. Review records of all students "Not Meeting Standards", plus those of other students who may profit from academic and/or social skills intervention.</li> <li>2. Prepare and implement an intervention plan for students at risk for failure.</li> <li>3. Prepare a list of students to be reviewed by the SST.</li> <li>4. Contact parents regarding referral to SST to arrange conferences to discuss student's progress and the plan for improvement that will be implemented.</li> <li>5. Monitor all students' attendance.</li> </ol>	Principal, Student Services Team (SST), Counselor, Teacher
November/ December	<ol style="list-style-type: none"> <li>1. Monitor progress and maintain work samples.</li> <li>2. Maintain ongoing home-school communications.</li> <li>3. Review and revise the instructional intervention plan as necessary.</li> </ol>	Principal, SST, Counselor, Teacher

	<ol style="list-style-type: none"> <li>4. Determine the need for further diagnostic evaluations for identified students.</li> <li>5. Monitor the student's attendance.</li> </ol>	
January/ February	<ol style="list-style-type: none"> <li>1. Review progress of students referred to SST for underachievement.</li> <li>2. Identify students to be considered for possible retention.</li> <li>3. In February, contact parents of students in writing that are initially considered for the possibility of retention to schedule a conference.</li> <li>4. Continue implementing the instructional intervention plan.</li> <li>5. Monitor the student's attendance.</li> <li>6. Submit a list of possible retentions to the Director of Schools and Instruction for review.</li> </ol>	Principal, Teacher, Counselor, SST
March/ April	<ol style="list-style-type: none"> <li>1. Have SST review records of all students who may be retained.</li> <li>2. Continue implementing the instructional intervention plan.</li> <li>3. Initiate the development of a comprehensive plan for improvement for the next school year for students who are recommended for retention.</li> <li>4. Maintain home-school communications for students considered for retention.</li> <li>5. Monitor student's attendance</li> </ol>	Principal, Teacher, Counselor, SST
May/ June	<ol style="list-style-type: none"> <li>1. Continue implementing the instructional intervention plan.</li> <li>2. Schedule a conference for teacher, principal &amp; parent of retained student.</li> <li>3. Have SST make final recommendation to the principal for promotion or retention.</li> <li>4. Principal makes final decisions regarding promotion or retention in consultation with the Director of Schools and Instruction.</li> <li>5. Send letters to parents indicating promotion or retention of students.</li> <li>6. Develop a plan for instructional improvement for students retained for the next school year.</li> <li>7. Submit list of retained students and plans of improvement to the Area Office.</li> </ol>	Principal, Teacher, Counselor, SST

17. Appeals of retention decisions must be made in writing to the Director of Schools and Instruction within fifteen (15) calendar days by the parent/guardian. The

Director of Schools and Instruction or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within fifteen (15) calendar days. The Director of Schools and Instruction or his/her designee's decision shall be final.

### **III. Special Education Students PROMOTION/RETENTION**

1. Addressing Grade Level Objectives for Students with 504s, IEPs and ELL students:
  - a. Students with an IEP, 504 or ELL accommodation plan are evaluated upon the level of demonstrated student performance WITH the required accommodations in place as outlined in the student's IEP/504/ELL Plan.
  - b. Students who have an IEP will also receive a quarterly report of IEP goal progress from the case manager that is reflective of the specific annual goals as specified in the student's individualized education plan.
  - c. Utilizing the information from IEP goal progress reports and the generalized grade level progress report, teachers, parents, and the IEP Team can effectively evaluate student growth and continue to promote student learning and ensure students are receiving the necessary supports.
  - d. Careful consideration should be given to retention versus promotion when students receiving special education services are progressing from one grade to the next. If the student is placed, it appears as retention in Power School data, which affects the schools' report card.
  - e. If the student with a disability is in general education classes, then the district policy applies as to promotion/placement of the student as long as the IEP has been followed.
  - f. If the student with a disability receiving instruction in general education classes, then the grade will be awarded by the general education teacher based on the student's standards-based progress. If these are passing, then the student will be promoted.
  - g. If the student with a disability is retained, an IEP meeting should to be held by the first day of instruction to review the IEP.
  - h. If circumstances prevent the IEP meeting from being held by the first day of instruction, the school must schedule an IEP meeting within the first three weeks of instruction.
  - i. A student participating in the State Alternate Assessment will progress from grade to grade and will remain with their same age peers as they are utilizing an alternate curriculum.

### **IV. Middle School Grades 6-8**

1. Grading
  - a. Expectations of the class, which include grading practices approved by the school principal, should be made clear at the beginning of the year to both students and parents/guardians. During the first week of class each classroom teacher will provide, review, and send home with each student a written handout that contains this information for that course. Parents/Guardians of



students in grades 6, 7, and 8 will be able to view their child's grades on-line beginning September through the last day of the school year. The school office will provide parents with access directions to our Power School electronic portal. Power School is web-based, and allows teachers, students, parents/guardians, and administrators to access grades and attendance from anywhere internet access is available.

- b. Formative assignments, or assignments that are embedded as a part of daily instruction, account for **40%** of a student's grade. Examples of formative assignments include class work, homework, cooperative activities, exploratory labs, exit tickets, informal writing assignments, and other formative assignments determined by the teacher. Summative assignments account for **60%** of a student's grade. A summative assignment occurs after instruction has been completed on a given topic, standard, or unit. Examples of summative assignments include unit tests, quizzes, projects, formal writing assignments, lab write-ups, and other summative assignments determined by the teacher.
- c. Teachers' grade books should include at least two grades per six days of instruction for each student. The grades for the entire marking period should reflect progress for both formative and summative assignments and the number of grades per category must be appropriate for the overall number of assignments for that term. Columns in the grade books should indicate the task assignment being evaluated and the date of collection for the assignment. Teacher gradebooks must be maintained electronically and updated with current grades weekly. **All grades reported will be based on 100 points.**
- d. Please complete a Grade Change Request form to initiate a transcript/report card change. This form must be completed by the School Counselor and approved by the Principal prior to any changes. After the final approval, this form should be placed in the students' cumulative folder. A copy should be forwarded to the Supervisor of School Counselors and PPW and Directors of Student Services and Schools and Instruction. After final approval, it shall be processed by the IT department, when applicable. Parent may appeal the decision to the Superintendent of Schools by written request.
- e. Letter Grades  
The following letter grades will be used in grades 6-8 for all subject areas with the exception of academic intervention programs.
  - i. **A** - Excellent mastery of knowledge and skills; the quality of work is superior.
  - ii. **B** - Good mastery of knowledge and skills; the quality of work is above average.
  - iii. **C** - Satisfactory mastery of knowledge and skills; the quality of work is average.
  - iv. **D** - Unsatisfactory mastery of knowledge and skills; the quality of work is the minimal level of acceptable performance.
  - v. **E** - Failure in mastery of knowledge and skills; the quality is unacceptable.

Letter Grade	*Percentage Range
A	90-100
B	80-89
C	70-79
D	60-69
E	50-59
	0

\*Note: Any grade 0.5 or higher will round to the next whole number.

\*Zeros are assigned for No Effort.

- f. Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made an effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero. Effort is defined as completing at least 50% of the assignment and/or attempting to meet the basic requirements to the best of their ability within the given timeframe.
- g. Determining Semester Grade
  - i. Each marking period grade will count as one-half of the semester grade.
  - ii. For classes taken in Middle School Program of Study.
- h. Determining Final Grade
  - i. Each marking period will count one-fourth of the final grade
  - ii. For classes taken in Middle School Program of Study.
- i. Interim & Midterm Progress Reports to Parents
  - i. Interim progress reports will be sent to parents/guardians at the midpoint of each marking period.
  - ii. After distribution of the midterm progress reports, parents will be notified if a student is dropping more than two letter grades, drops to a D, or is in danger of failing.
- j. Make-Up Work
  - i. Any student absent for reasons coded as lawful or unlawful is required to make-up work for credit per the county attendance policy.
  - ii. Students who have demonstrated “effort” and have not met expectations will have the opportunity to retake summative assessments during the marking period after the due date and before the next summative assessment and may earn a maximum of 80%.
  - iii. The make-up procedure for short-term (five days or less) absence will require the following:
    - a) The student/parent/guardian must have access to and given the missed assignments.
    - b) Teachers are responsible, within five school days, for providing make-up work to students who are lawfully absent.
    - c) Teachers are responsible for providing make-up work upon request for students who are unlawfully absent.
    - d) Students will be given the number of days equal to the number of days absent to turn in completed make-up work. When possible, assignments may be provided prior to a lawful absence if requested by the

- parent/guardian at least two weeks in advance of the absence and approved by the principal or designee. Submission of the make-up work provided prior to a lawful absence is due upon the return to school unless extenuating circumstances have been documented by the parent/guardian.
- iv. The make-up procedure for long-term (six days or more) absence will require the following:
    - a) The student/parent/guardian must be given access to missed assignments.
    - b) Teachers are responsible for providing make-up work upon return for students who are lawfully absent.
    - c) Teachers are responsible for providing make-up work upon request for students who are unlawfully absent.
    - d) A reasonable timeline for the completion of the work will be established by the school.
  - k. Summer School Grading
    - i. Student must have earned at least 40% as the final course average to be considered.
    - ii. Students' final averages will be determined by a minimum of ten (10) grades. These grades are distributed equitably throughout the program. Exceptions to this policy can only be made by the summer school principal.
    - iii. Since summer school is a review program, student activities will be organized to meet their individual needs.
    - iv. Students who miss a total of four or more days will not receive credit for summer school.
    - v. Grade reports with final grades will be issued at the end of the summer school session.
    - vi. The transcript will reflect both the original course grade and the summer school course grade.
    - vii. When determining eligibility for 1<sup>st</sup> marking term extracurricular activities, the summer school final course grade will replace the 4<sup>th</sup> marking term grade for that course from the previous school year. The grade point average from the 4<sup>th</sup> marking term of the previous school year will then be recalculated to determine eligibility for 1<sup>st</sup> term extracurricular activities.
  - l. Honor Roll
    - i. Middle school students will be considered on the honor roll provided they have a 3.0 average and have no individual subject average below the equivalent of a C for the given marking period.
  - m. High School Credit for Courses Taken in Middle School
    - i. Options and procedures for high school credit bearing courses taken in middle school are outlined in the Middle School Program of Study.
  - n. State Assessment
    - i. Any student who receives a final grade below 60% in Algebra I and “passes” the PARCC assessment will receive 60% and one credit as the final grade for the course (unless the student elects to retake the assessed course over the summer or during the following school year).

- o. Promotion/Retention
  - i. Students must achieve an average of 60% D or better in each of the following core-content courses: ELA and/or reading, math, science and social studies.
  - ii. Students who fail more than two (2) core courses during a school year will not be eligible for promotion.
  - iii. Students who have failed reading and /or math core-content course(s) must successfully complete accelerated instruction during extended year to meet promotion requirements. Successful completion requires 100% attendance and mastery of the objectives for that grade level.
  - iv. Students who have failed a portion of the PARCC test may lose elective courses the following school year in order to make room in the schedule for the remedial program.
  - v. Students who have failed a core-content course(s) and/or PARCC, and who do not successfully complete accelerated instruction during extended year, may only advance to the next grade by a unanimous decision made by the SST Committee.
  - vi. The SST may decide in favor of promotion only if the COMMITTEE concludes, upon review of all facts and circumstances and in accordance with standards adopted by the Board of Education, that the student is likely to perform on grade level given additional accelerated instruction during the next school year.
  - vii. A student may be promoted only after final review of Principal.
  - viii. The review and final decision of the SST must be appropriately documented as meeting the standards adopted by the Board of Education. These standards may include but are not limited to the following:

Component 1:	<p>Evidence of satisfactory student performance, including grades; portfolios; work samples; local assessments; and individual reading and mathematics diagnostic tests or inventories</p> <p>The following information will be used to determine evidence of satisfactory student performance:</p> <ul style="list-style-type: none"> <li>- Writing Folders: Satisfactory scores on writing assignments</li> <li>- Benchmark Assessment Scores: Passing grades of at least 60 or above on reading and math tests</li> <li>- Report Card Grades: Students must pass each core class (reading, English, math, science, and social studies) in order to be promoted.</li> <li>- PARCC and MISA results</li> <li>- District/Local Assessments</li> <li>- Teacher Observations</li> <li>- Inclusion information through the IEP/SST process.</li> </ul>
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Component 2:	The recommendation of the student’s teacher(s)
Component 3:	Extenuating circumstances that have adversely affected the student’s participation in either the required assessments or accelerated instruction.
Component 4:	<p>The following information will be considered as appropriate:</p> <ul style="list-style-type: none"> <li>- Enrollment data: mobility and attendance</li> <li>- Previous records of retention and student’s age</li> <li>- Record of previous intervention and/or Individual Intervention Plan</li> <li>- Previous referrals for special education</li> <li>- Documentation of the Early Intervention Team</li> <li>- Schedules and notes from parent conferences</li> <li>- Parent contacts</li> <li>- Any other appropriate information from the student’s cumulative folder</li> </ul>

- ix. A student will be considered for retention when the student has not achieved satisfactorily in response to interventions based upon his/her needs, does not qualify as a student with a disability, and would benefit from additional experiences with the curriculum at the same grade level. When retention is determined to be the appropriate course of action, written notification will be sent to parents or guardians and at least two conferences will be held with the parents or guardians prior to the retention. Middle school students who have failed at least two of the core content courses (mathematics, reading, social studies, and science) and must be considered for retention will be given the option of attending a summer school accelerated recovery program. Students must complete the credit recovery program with at least a grade of “D” to be considered for promotion to the next grade.
- x. When there is an indication that retention may occur, a SST committee appointed by the principal will review all pertinent information available about the student. After consultation, placement in the next grade may be an alternative to retention. Age, maturity, attendance, and previous retentions are considered in making this decision. The report card and student record card should note PLACEMENT instead of PROMOTION.
- xi. The final decision for promotions shall be made by the Principal.
- xii. Appeal of the promotion and/or retention of students from middle school to high school will be through the Director of Schools and Instruction.
- xiii. A student retained should be assigned to a different teacher(s) for the year of retention, if possible given the staffing of the school building.
- p. Timetable – The timetable to follow in considering possible Grade K-8 retentions is provided below. Activities specified in the timetable must be completed for all students retained. A checklist or record indicating that these

procedures have been followed should be maintained in the folder of each student who is retained.

August/ September	<ol style="list-style-type: none"> <li>1. Review administrative procedures with staff.</li> <li>2. Initiate and maintain folders with sample of students' work reflecting levels of achievement.</li> <li>3. Develop and determine strategies for interacting with parents.</li> <li>4. Arrange for parents to receive information about promotion and retention.</li> <li>5. Meet with parents and discuss specific skills deficits and strategies for remediation.</li> <li>6. Review student data from the previous year in order to identify early interventions and support.</li> <li>7. Monitor the student's attendance.</li> <li>8. Review student's cumulative folder and LAF (if appropriate) to determine if the student has been identified with a disability.</li> <li>9. Review the student's IEP or 504 plan to ensure that services are appropriate and are being implemented.</li> </ol>	Principal, School Instructional Team, Counselor, Staff
October/ November	<ol style="list-style-type: none"> <li>1. Review records of all students receiving grades of "D" and "E", plus those of other students who may profit from academic and/or social skills intervention.</li> <li>2. Prepare and implement an intervention plan for students at risk for failure.</li> <li>3. Prepare a list of students to be reviewed by the SST.</li> <li>4. Contact parents regarding referral to SST to arrange conferences to discuss student's progress and the plan for improvement that will be implemented.</li> <li>5. Monitor all students' attendance.</li> </ol>	Principal, Student Services Team (SST), Counselor, Teacher
November/ December	<ol style="list-style-type: none"> <li>1. Monitor progress and maintain work samples.</li> <li>2. Maintain ongoing home-school communications.</li> <li>3. Review and revise the instructional intervention plan as necessary.</li> <li>4. Determine the need for further diagnostic evaluations for identified students.</li> <li>5. Monitor the student's attendance.</li> </ol>	Principal, SST, Counselor, Teacher
January/ February	<ol style="list-style-type: none"> <li>1. Review progress of students referred to SST for underachievement.</li> <li>2. Identify students to be considered for possible retention.</li> <li>3. In February, contact parents of students in writing that are initially considered for the possibility of retention to schedule a</li> </ol>	Principal, Teacher, Counselor, SST

	<p>conference.</p> <p>4. Continue implementing the instructional intervention plan.</p> <p>5. Monitor the student’s attendance.</p> <p>6. Submit a list of possible retentions to the Director of Schools and Instruction for review.</p>	
March/ April	<p>1. Have SST review records of all students who may be retained.</p> <p>2. Continue implementing the instructional intervention plan.</p> <p>3. Initiate the development of a comprehensive plan for improvement for the next school year for students who are recommended for retention.</p> <p>4. Maintain home-school communications for students considered for retention.</p> <p>5. Monitor student’s attendance</p>	Principal, Teacher, Counselor, SST
May/ June	<p>1. Continue implementing the instructional intervention plan.</p> <p>2. Schedule a conference for the teacher, principal &amp; parent of retained student.</p> <p>3. Have SST make final recommendation to the principal for promotion or retention.</p> <p>4. The principal makes final decisions regarding promotion or retention in consultation with the Director of Schools and Instruction.</p> <p>5. Send letters to parents indicating promotion or retention of students.</p> <p>6. Develop a plan for instructional improvement for students retained for the next school year.</p> <p>7. Submit the list of retained students and plans of improvement to the Director of Schools and Instruction.</p>	Principal, Teacher, Counselor, SST

q. Repeated Courses

- i. If a student fails and then repeats a course then the (higher attempt) will be the grade of record.
- ii. If a student wants to repeat a course for a higher grade, district designated personnel must go into Power School and set the first course’s earned credit to zero, attempted credit to zero, and the flag to exclude to “yes,” then the first course is excluded from the GPA. The grade and the course remain on the transcript. The higher of the two grades will be the grade of record.
- iii. Note: If the second attempt is a lower grade than the first attempt, school personnel will change the credit back to the first attempt for the course and the flag for the second attempt to “Yes” so that it is excluded from the GPA.

- r. This procedure does not require schools to accommodate students who desire to repeat courses during the school day. Courses may be repeated through the following extended learning options: Extended Day or Summer School. The principal or designee should work with the student and counselor to review all requests. The principal or designee must give final approval to any student who requests or needs a repeat class. This shall be considered on a case-by-case basis.

## **V. Special Education Students PROMOTION/RETENTION**

1. Addressing Grade Level Objectives for Students with 504s, IEPs and ELL students:
  - a. Students with an IEP, 504 or ELL accommodation plan are evaluated upon the level of demonstrated student performance WITH the required accommodations in place as outlined in the student's IEP/504/ELL Plan.
  - b. Students who have an IEP will also receive a quarterly report of IEP goal progress from the case manager that is reflective of the specific annual goals as specified in the student's individualized education plan.
  - c. Utilizing the information from IEP goal progress reports and the generalized grade level progress report, teachers, parents, and the IEP Team can effectively evaluate student growth and continue to promote student learning and ensure students are receiving the necessary supports.
  - d. Careful consideration should be given to retention versus promotion when students receiving special education services are progressing from one grade to the next. If the student is placed, it appears as retention in Power School data, which affects the schools' report card.
  - e. If the student with a disability is in general education classes, then the district policy applies as to promotion/placement of the student as long as the IEP has been followed.
  - f. If the student with a disability receiving instruction in general education classes, then the grade will be awarded by the general education teacher based on the student's standards-based progress. If these are passing, then the student will be promoted.
  - g. If the student with a disability is retained, an IEP meeting should to be held by the first day of instruction to review the IEP.
  - h. If circumstances prevent the IEP meeting from being held by the first day of instruction, the school must schedule an IEP meeting within the first three weeks of instruction.
  - i. A student participating in the State Alternate Assessment will progress from grade to grade and will remain with their same age peers as they are utilizing an alternate curriculum.



## VI. High School

### 1. Grading

- a. Expectations of the class, which include grading practices approved by the school principal, should be made clear at the beginning of the year to both students and parents/guardians. During the first week of class, each classroom teacher will provide, review and send home with each student a written handout that contains this information for that course. Parents/Guardians of students in grades 9, 10, 11, and 12 will be able to view their child's grades on-line beginning September through the last day of the school year. The school office will provide parents with access directions to our Power School electronic portal. Power School is web-based, and allows teachers, students, parents/guardians, and administrators to access grades and attendance from anywhere internet access is available.
- b. Formative assignments, or assignments that are embedded as a part of daily instruction, account for **40%** of a student's grade. Examples of formative assignments include class work, homework, cooperative activities, exploratory labs, exit tickets, informal writing assignments, and other formative assignments determined by the teacher. Summative assignments account for **60%** of a student's grade. A summative assignment occurs after instruction has been completed on a given topic, standard, or unit. Examples of summative assignments include unit tests, quizzes, projects, formal writing assignments, lab write-ups, and other summative assignments determined by the teacher. Unsatisfactory completion of a single assignment will not result in automatic failure in that category for the marking term.
- c. Teachers' grade books should include at least two grades per six days of instruction for each student. The grades for the entire marking period should reflect progress for both formative and summative assignments and the number of grades per category must be appropriate for the overall number of assignments for that term. All teachers must include explanations of these grading systems in their grade books. Columns in the grade books should indicate the task assignment being evaluated and the date of collection for the assignment. Teacher gradebooks must be maintained electronically and updated with current grades weekly. **All grades reported will be out of 100 points.**
- d. Please complete a Grade Change Request form to initiate a transcript/report card change. This form must be completed by the School Counselor and approved by the Principal prior to any changes. After the final approval, this form should be placed in the students' cumulative folder. A copy should be forwarded to the Supervisor of School Counselors and Director of Student Services and Director of Education and Instruction. After final approval, it shall be processed by the IT department, when applicable. Parent may appeal the decision to the Superintendent of Schools by written request.

e. Letter Grades

The following letter grades will be used in grades 9-12 for all subject areas.

- i. **A** - Excellent mastery of knowledge and skills; the quality of work is superior.
- ii. **B** - Good mastery of knowledge and skills; the quality of work is above average.
- iii. **C** - Satisfactory mastery of knowledge and skills; the quality of work is average.
- iv. **D** - Unsatisfactory mastery of knowledge and skills; the quality of work is the minimal level of acceptable performance.
- v. **E** - Failure in mastery of knowledge and skills; the student does little or none of the work required, and the quality is unacceptable.
- vi. **I** - Incomplete work due to excessive lawful absences from school (One calendar year).

Letter Grade	*Percentage Range
A	90-100
B	80-89
C	70-79
D	60-69
E	50-59
	0

\*Note: Any grade 0.5 or higher will round to the next whole number.

\*Zeros are assigned for No Effort.

- f. Teachers shall assign a minimum grade of 50% to assignments or assessments for which the student made an effort, as determined by the teacher, to meet the basic requirements. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero. Effort is defined as completing at least 50% of the assignment and/or attempting to meet the basic requirements to the best of their ability within the given timeframe.
- g. Determining Semester Grade:
  - i. Each marking period grade will count one-half of the semester grade.
  - ii. The semester exam grade will count 5% of the semester grade.
- h. Determining Final Grade:
  - i. Each marking period grade will be used in determining the final grade and will count two-tenths of that grade, with the exceptions noted below.
  - ii. Each semester examination will be used in determining the final grade and will count one-tenth of that grade, with the exceptions noted below.
  - iii. When the final average falls exactly midway between two grades, the final grade will reflect the more recent of the two grades.
  - iv. When the final average is an E (failure), students receive no credit for taking that course.
  - v. Grade Point Average is computed by adding quality points and dividing by the number of credits attempted. Quality points are calculated as follows:

Letter Grade	General Courses	Honors Courses	Advanced Placement Courses
A	4	4.5	5
B	3	3.5	4
C	2	2.5	3
D	1	1.5	2
E	0	0	0

- i. Interim & Midterm Progress Reports to Parents
  - i. Midterm progress reports will be sent to parents/guardians at the midpoint of each marking period.
  - ii. After distribution of the midterm progress reports, parents will be notified if a student is dropping more than two letter grades, drops to a D, or is in danger of failing.
- j. Make-Up Work
  - i. Any student absent for reasons coded as lawful or unlawful is required to make-up work for credit per the county attendance policy.
  - ii. Students who have demonstrated “best effort” and have not met expectations will have the opportunity to retake summative assessments during the marking period after the due date and before the next summative assessment and may earn a maximum of 80%.
  - iii. The make-up procedure for short-term (five days or less) absence will require the following:
    - a) The student/parent/guardian must have access to and given the missed assignments.
    - b) Teachers are responsible, within five school days, for providing make-up work to students who are lawfully absent.
    - c) Teachers are responsible for providing make-up work upon request for students who are unlawfully absent.
    - d) Students will be given the number of days equal to the number of days absent to turn in completed make-up work. When possible, assignments may be provided prior to a lawful absence if requested by the parent/guardian at least two weeks in advance of the absence and approved by the principal or designee. Submission of the make-up work provided prior to a lawful absence is due upon the return to school unless extenuating circumstances have been documented by the parent/guardian.
  - iv. The make-up procedure for long-term (six days or more) absence will require the following:
    - a) The student/parent/guardian must be given access to missed assignments.
    - b) Teachers are responsible for providing make-up work upon return for students who are lawfully absent.
    - c) Teachers are responsible for providing make-up work upon request for students who are unlawfully absent.

- d) A reasonable timeline for the completion of the work will be established by the school.
- k. State Assessment
  - i. Any student who receives a final grade below 60% in Government, Algebra I or ELA 10 and “passes” the PARCC/HSA assessment will receive 60% and one credit as the final grade for the course (unless the student elects to retake the assessed course over the summer or during the following school year).
- l. Summer School Grading
  - i. Student must have earned at least 40% as the final course average to be considered.
  - ii. Students' final averages will be determined by a minimum of ten (10) grades. These grades are distributed equitably throughout the program. Exceptions to this policy can only be made by the Summer School Principal.
  - iii. Since summer school is a review program, student activities will be organized to meet their individual needs.
  - iv. Students who miss four or more days will not receive credit for summer school.
  - v. Grade reports with final grades will be issued at the end of the summer school session.
  - vi. The transcript will reflect both the original course grade and the summer school course grade.
  - vii. When determining eligibility for 1st marking term extracurricular activities, the summer school final course grade will replace the 4th marking term grade for that course from the previous school year. The grade point average from the 4th marking term of the previous school year will then be recalculated to determine eligibility for 1<sup>st</sup> term extracurricular activities.
- m. Asset Development
  - i. Seven-day Instructional Program immediately following the last day of school.
  - ii. Eligible students must have earned a 50% for the year in a Core Content Course.
- n. Honor Roll
  - i. High school students will be considered on the honor roll provided they have a 3.0 weighted average and have no individual subject average below the equivalent of a C for the given marking period.
- o. High School Credit for Courses Taken in Middle School
  - i. Options for high school credit bearing courses taken in middle school are outlined in the annual High School Program of Study.
- p. Dual Enrollment
  - i. School counselors will follow current standard operating procedures as outlined in the annual High School Program of Study for classes taken in college as part of dual enrollment programs.
- q. Early Graduation
  - i. Applications for Early Graduation are due by June 15<sup>th</sup> of the student's Sophomore Year of High School.

- ii. School Counselors will follow current standard for advocating after completed application has been submitted.
- iii. Eligibility for approval is not a guarantee and will be based off 9<sup>th</sup> -11<sup>th</sup> grades.
- iv. The Superintendent of Schools has the final approval.
- r. Virtual & Distance Learning:
  - i. High school students may enroll in online and distance courses for original high school credit with the prior approval of the principal. Courses offered virtually are limited and school counselors will follow protocol for enrolling students. Fees may apply for certain online courses.
  - ii. Review credits are offered using APEX Learning which is a web-based program designed to individualize learning to meet student needs. Students will have this option to gain credit after completing and failing a course. Students are required to take diagnostic assessments that will build coursework towards the successful completion of the course. Students must complete the prescribed coursework within one semester of starting the course in APEX. Students will receive a letter grade.
  - iii. Those students who wish to be considered eligible for NCAA clearing house scholarships (Athletics and Band) must enroll in APEX Virtual Learning School at a cost paid by the parent.
- s. Promotion/Retention
  - i. Students must earn 23 credits in specific areas for graduation as outlined in the annual High School Program of Study.
  - ii. Students will be promoted to tenth grade when they have earned four (4) credits, to eleventh grade when they have earned eleven (11) credits, and to twelfth grade when they have earned seventeen (17) credits in specific courses as outlined in the High School Program of Study.
  - iii. Students who fail major courses have the option to make up a maximum of two of those courses, if offered, in summer school.
  - iv. Formal retention does not exist at the high school level. Promotion is based entirely on number of credits as outlined above.
  - v. Class standing is determined prior to the start of the school year and remains in effect during that year.
- t. Addressing Grade Level Objectives for Students with 504s, IEPs and ELL students:
  - i. Students with an IEP, 504 or ELL accommodation plan are evaluated upon the level of demonstrated student performance WITH the required accommodations in place as outlined in the student's IEP/504/ELL Plan.
  - ii. Students who have an IEP will also receive a quarterly report of IEP goal progress from the case manager that is reflective of the specific annual goals as specified in the student's Individualized Education Plan.
  - iii. Utilizing the information from IEP goal progress reports and the generalized grade level progress report, teachers, parents, and the IEP Team can effectively evaluate student growth and continue to promote student learning and ensure students are receiving the necessary supports.

Related Dorchester County Public Schools Documents:

- Policy 421.1, Students: Promotion and Retention “Grades One Through Five”
- Policy 421.2, Students: Promotion and Retention “Middle School (Grades Six through Eight)”
- Policy 421.3, Students: Promotion and Retention “Middle School Criteria”
- Policy 421.4, Students: Promotion and Retention “High School Grade Placement”
- Policy 350.1, Instruction: Grade Reporting and Homework “Grade Reporting”
- Policy 350.2, Instruction: Grade Reporting and Homework “Report Cards”
- Policy 350.3, Instruction: Grade Reporting and Homework “Interim Reports”
- Policy 350.4, Instruction: Grade Reporting and Homework “Computation and Reporting of Grades”
- Policy 350.5, Instruction: Grade Reporting and Homework “Homework”
- Policy 422.3 Early Graduation
- Dorchester County Public School Middle and High School Program of Study
- Dorchester County Public School County Calendar
- COMAR 13A.06.02.01-.05
- COMAR 13A.08.03



Dorchester County Public Schools

Grade Change Form

Please complete this form to initiate a transcript/record grade change. This form must be completed by the Teacher and approved by the Principal prior to any changes. After the final approval, this form should be placed in the students' cumulative folder. A copy should be forwarded to the Coordinator of School Counseling and Directors of Student Services and Secondary Education. After final approval, it shall be forwarded to IT department.

Name of School: \_\_\_\_\_ Counselor: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Description of Grade Change:

<u>Course Name:</u>	<u>Course Number:</u>	<u>Changed From:</u>	<u>Changed To:</u>

Reason for change:

course change

Drop course

quarter grade change

Other explain \_\_\_\_\_

teacher request

Comments:

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SCHOOL USE ONLY

Grade Change  Approved  Denied

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

School Counselor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor of School Counseling: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor of Information/Technology: \_\_\_\_\_ Date: \_\_\_\_\_

Processed by : \_\_\_\_\_ Date: \_\_\_\_\_



## Dorchester County Public Schools Procedures for Processing a Grade Change

1. When there is a grade change to be made by either a teacher and/or counselor, this Grade Change Form should be completed to document any adjustments to a students' transcript/report card. The principal and school counselor shall consult to discuss any changes.
2. The Supervisor of School Counseling and/or Supervisor of Student Services must be notified prior to be initiated.
3. To initiate the change, the DCPS GR1 Form should be completed by the individual requesting the change (teacher and principal).
4. The documentation supporting the change should be attached. (i.e. final grades, interim)
5. All sections of the form must be completed, and the appropriate signatures obtained.
6. A copy of the form should be placed in the students' cumulative file, a copy should be sent to the Supervisor of School Counseling, Student Services Supervisor and Director of Student Services.
7. Once the form is completed it should be forwarded to the IT Department for the adjustment and signature.

## DCPS Parent/Student Request for Early Graduation

Student:	Birth Date:	Current Age:
Address:	Parent/Guardian:	
Home Phone:	Work Phone:	Other:

**Dear Families:**

Please attach your written request for early graduation consideration. Your request should include the following: Explanation of your reason for the early graduation request; Explanation of your post-secondary plan (college, university, technical/trade school, and/or workforce); Students must submit an application at the end of his/her sophomore year. If your child is approved for early graduation s/he is still classified as a junior until all requirements are met. Therefore, his/her class ranking will be based upon his/her junior class standing. All DCPS requirements must be met prior to graduation. An early graduation approval does not entitle him/her to senior class privileges.

Parent Signature	Date	Student Signature	Date
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***SCHOOL Counselor Recommendation: Attach a copy of the transcript and early graduation worksheet.***

<input type="checkbox"/> Accepted	Date: _____	<input type="checkbox"/> DENIED	Date: _____
Comment(s):			

***PRINCIPAL Recommendation:***

<input type="checkbox"/> Accepted	Date: _____	<input type="checkbox"/> DENIED	Date: _____
Comment(s):			

***Supervisor of School Counseling:***

<input type="checkbox"/> Accepted	Date: _____	<input type="checkbox"/> DENIED	Date: _____
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***SUPERINTENDENT/DESIGNEE Approval:***

<input type="checkbox"/> Accepted	Date: _____	<input type="checkbox"/> DENIED	Date: _____
Comment(s):			

*Policy 422.3 Early Graduation and Waiver Programs*

*The Superintendent of Schools shall establish appropriate administrative procedures that govern the granting of a waiver to the four-year enrollment requirement when it is determined that the waiver is in the best interest of the student.*