Wednesday, October 7, 2026
Board of Education Meeting

START TIMES FOR AGENDA ITEMS ARE APPROXIMATE
Work Session, Board Room, [3:00 p.m.]
Closed Session, Board Room [4:00 p.m.]
Administrative Function, Board Room [4:30 p.m.]
Regular Meeting, Board Room [6:00 p.m.]
191 South East Street
Frederick, MD

1. WORK SESSION (OPEN MEETING) [3:00 P.M.]

1.01 Call to Order

1.02 Approval of the October 7, 2026 Board of Education Meeting Agenda

1.03 Information Item

1.04 Bid Item

1.05 Policy 405, Graduation

1.06 Policy 124, Artificial Intelligence

1.07 Office of the Ombuds Annual Report

1.08 2027 Legislative Principles

1.09 Motion to Move into Closed Session

1.10. Adjournment

2. CLOSED SESSION [4:00 p.m.]

2.01 Call to Order

2.02 Adjournment

3. ADMINISTRATIVE FUNCTION [4:30 p.m.]

3.01 Call to Order

3.02 Adjournment

4. REGULAR MEETING - Preliminary Items [6:00 p.m.]

4.01 Call to Order

4.02 Pledge of Allegiance

4.03 Closed Session Announcement

4.04 Administrative Function Announcement

4.05 Approval of the September 23, 2026 Board of Education Meeting Minutes

4.06 System Recognition: Dyslexia Awareness Month Proclamation

4.07 System Recognition: Bullying Prevention Month Proclamation

4.08 System Recognition: National Principals Month Proclamation

4.09 System Recognition: National Hispanic Heritage Month Proclamation

4.10. Public Comment

4.11. Superintendent Comments

4.12. Student Member Comments

4.13. Board Member Comments

5. Regular Meeting - Action Consent

5.01 Staffing Changes

6. Board Items

6.01 Strategic Plan Key Performance Indicators Reporting Goal 3 (KPI 11 & KPI 12)

6.02 Special Education Update

6.03 Policy 427, Religious Expression

7. Setting of the Next Meeting Agenda

7.01 Setting the Agenda for the October 21, 2026 Board of Education Meeting

8. Committee Reports and Legislative Updates

8.01 Legislative Updates

8.02 Policy Committee Report

8.03 Curriculum & Instruction Committee Report

8.04 Committee Reports

9. Informational Items

9.01 Quarterly Agenda for Board Meetings

9.02 Future Agenda Items

10. Adjournment

10.01 Adjournment

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.01 Call to Order
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.02 Approval of the October 7, 2026 Board of Education Meeting Agenda
Type	Action
Suggested Action	Board approval of the October 7, 2026 Board of Education Meeting Agenda

ATTACHMENT(S):
10.07.26 Agenda Public Regular Format.pdf

October 7, 2026, Board of Education Meeting
191 South East Street, Frederick, Maryland
Board Room

1. WORK SESSION – START TIMES FOR AGENDA ITEMS ARE APPROXIMATE 3:00 p.m.

1.01 Call to Order
1.02 Approval of the October 7, 2026 Meeting Agenda (Action)
1.03 Information Item (Information)
1.04 Bid Item (Action)
1.05 Policy 405, Graduation (Information/Discussion/Action)
1.06 Policy 124, Artificial Intelligence (Information/Discussion/Action)
1.07 Office of the Ombuds Annual Report (Information/Discussion)
1.08 Legislative Principles 2027 (Information/Discussion/Action)
1.09 Motion to Move into Closed Session (Action)
1.10 Adjournment

2. CLOSED 4:00 p.m.

2.01 Call to Order
2.02 Adjournment

3. ADMINISTRATIVE FUNCTION 4:30 p.m.

3.01 Call to Order
3.02 Adjournment

4. REGULAR MEETING – START TIMES FOR AGENDA ARE APPROXIMATE 6:00 p.m.

4.01 Call to Order
4.02 Pledge of Allegiance
4.03 Closed Session Announcement
4.04 Administrative Function Announcement
4.05 Approval of the September 23, 2026 Board of Education Meeting Minutes (Action)
4.06 System Recognition: Dyslexia Awareness Month Proclamation (Action)
4.07 System Recognition: Bullying Prevention Month Proclamation (Action)
4.08 System Recognition: National Principals Month Proclamation (Action)
4.09 System Recognition: National Hispanic Heritage Month Proclamation (Action)
4.10 Public Comment

The Board views public comment as an opportunity to hear concerns of the public, with the understanding and expectation that it is not considered a question and answer platform with Board members. Consequently, the Board will not provide a response to public comment presented in its meeting or by submission of a written comment, although it may follow-up with the individual as may be appropriate. In order to have an orderly presentation of comments by the public and to maximize the opportunity for public comment, students, individuals and organization representatives shall be limited to 3 minutes for their public comment. When the buzzer sounds, you will be asked to complete your sentence. A total of 60 minutes is allotted for public comment.

4.11 Superintendent Comments
4.12 Student Member Comments
4.13 Board Member Comments

5. ACTION ITEMS/CONSENT

5.01 Staffing Changes (Action/Consent)

6. BOARD ITEMS

6.01 Strategic Plan Key Performance Indicators Reporting: Priority 3 (KPI 11 & KPI 12) (Information/Discussion/Action)
6.02 Special Education Update (Information/Discussion)
6.03 Policy 427, Religious Expression (Information/Discussion/Action)

7. SETTING OF NEXT MEETING AGENDA

7.01 Setting Agenda for the October 21, 2026 Board of Education Meeting

8. COMMITTEE REPORTS, LEGISLATIVE UPDATES

8.01 Legislative Updates (Information)
8.02 Policy Committee Report (Information)
8.03 Curriculum & Instruction Committee Report (Information)
8.04 Committee Reports (Information)

9. INFORMATIONAL ITEMS

9.01 Quarterly Agenda for Board Meetings (Information)
9.02 Future Agenda Items (Information)

10. ADJOURNMENT

10.01 Adjournment

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.03 Information Item
Type	Information
Department(s)	Fiscal Services
Goal(s)	Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content
PRESENTATION OF 1 INFORMATION ITEM

PURPOSE OF PRESENTATION: Staff would like to inform the Board of Education of Frederick County of a current information item.

Buy Board #762-25, Assistive Technology Products and Related Services:

BACKGROUND/SUMMARY: This contract will be utilized by the Special Education Department to purchase an online, interactive, standards-based curriculum resource specifically designed for students with significant cognitive needs.

The contract was awarded to multiple vendors. Frederick County Public Schools anticipates using Everway Holdco LLC (formerly n2y, LLC and Texthelp, Inc) dba: Everway LLC, of Huron, OH; however, we may utilize other awarded vendors for additional requirements as needed.

SUBMITTED BY:
Heather Jo Clabaugh, Associate Superintendent of Fiscal Services

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.04 Bid Item
Type	Action
Suggested Action	Board approval of bid item RFP 27MISC5
Department(s)	Fiscal Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content
PRESENTATION OF 1 BID ITEM

PURPOSE OF PRESENTATION: Staff has reviewed the attached contracts and recommends approval by the Board of Education of Frederick County.

RFP 27MISC5, Early Childhood Instructional Practices, Social Emotional Learning (SEL), and Behavior Support Professional Development:

BACKGROUND/SUMMARY: This recommendation is to establish a comprehensive professional learning program focused on evidence-based social-emotional learning (SEL), trauma-informed instructional practices, classroom management, and positive behavior support for Early Childhood and Inclusive Prekindergarten staff.

Staff recommends that RFP 27MISC5, Early Childhood Instructional Practices, Social Emotional Learning (SEL), and Behavior Support Professional Development, be awarded to Conscious Discipline Holdings, LLC dba: Loving Guidance, LLC, of Sanford, FL.

PRESENTER(S) & TITLE(S):
Bill Meekins, CPPB, CPPO, NIGP-CPP, CSBO, CPCP, Purchasing Manager
Roy McHaffa, CPPB, CPP, CPDW, Purchasing Agent

SUBMITTED BY:
Bill Meekins, CPPB, CPPO, NIGP-CPP, CSBO, CPCP, Purchasing Manager

Heather Jo Clabaugh, Associate Superintendent of Fiscal Services

ATTACHMENT(S):
10.07.26 27MISC5 Early Childhood Instructional Practices, SEL and Behavior ..._backup.pdf

RFP 27MISC5
EARLY CHILDHOOD INSTRUCTIONAL PRACTICES, SOCIAL EMOTIONAL LEARNING (SEL), AND BEHAVIOR SUPPORT PROFESSIONAL DEVELOPMENT

FACT SHEET

A. **Overview:** This recommendation is for a comprehensive professional learning program focused on evidence-based social-emotional learning (SEL), trauma-informed instructional practices, classroom management, and positive behavior support for Early Childhood and Inclusive Prekindergarten staff. The contractor shall provide onsite professional development, virtual learning, classroom coaching, implementation support, and instructional resources. Proposals were opened September 1, 2026.

1. **Proposal participation:**

   26 proposal applicants
   12 companies submitted proposals

2. **Proposals were received from:**

   Conscious Discipline Holdings, LLC dba: Loving Guidance, LLC (Sanford, FL)
   Cuts & Coaching, LLC (Detroit, MI)
   DCD Consulting Group, LLC (Hyattsville, MD)
   Divine Illumination Agency, LLC (Bowie, MD)
   Epiphany Products, LLC dba: Epiphany Education (Washington, DC)
   InMind Services (Telford, PA)
   Konesens Development (Naperville, IL)
   Kuypers Consulting, Inc. dba: The Zones of Regulation, Inc. (Minneapolis, MD)
   Plushy Feely Corporation (San Francisco, CA)
   Rethink Autism, Inc. dba: RethinkEd (New York, NY)
   STEMearly, LLC (Laurel, MD)
   University of Denver / Marsico Institute (Denver, CO)

3. **Other Facts:**

   - The initial contract term shall be effective from date of award through June 30, 2029, with two two-year renewal terms available.
   - Selection is based on the total score of each vendor's technical and cost proposal.
   - This contract will be administered by Leslie Frei, Supervisor, Early Childhood Education and Judy Center.

4. **Source of Funding:** Contingent upon the Board of Education of Frederick County FY27 Approved Operating Budget and contingent upon Board approval of FY28 and FY29 Operating Budgets.

B. **Recommendation:** Staff recommends that RFP 27MISC5, Early Childhood Instructional Practices, Social Emotional Learning (SEL), and Behavior Support Professional Development, be awarded to Conscious Discipline Holdings, LLC dba: Loving Guidance, LLC, per the attached Scoring and Cost Summaries.

C. **Action taken by the Board (Purchasing use only):**

_____ Approved	_____Denied	_____Deferred	_____Other	RM/kl
_____Date	_____Date	_____Date	_____Date	BOE Meeting: 10.07.26

RFP 27MISC5
EARLY CHILDHOOD INSTRUCTIONAL PRACTICES, SOCIAL EMOTIONAL LEARNING (SEL), AND BEHAVIOR SUPPORT PROFESSIONAL DEVELOPMENT

Scoring Summary

Vendor	Technical Score (100 Points Maximum)	Cost Score (50 Points Maximum)	Total Score (150 Points Maximum)
Conscious Discipline Holdings, LLC dba Loving Guidance	91.83	50	141.83
University of Denver – Marisco Institute	87.17	29.65	116.82
Divine Illumination Agency LLC	64.50	35.05	99.55
Kuypers Consulting	59		
Konesens Development	55.17		
DCD Consulting Group	52.5		
Plushy Feely Corp.	52.17		
STEMearly LLC	47.5		
Rethink Autism Inc. (Rethink Ed)	44.83		
InMind Services	42.83		
Cuts & Coaching LLC	41.33		
Epiphany products dba Epiphany Education	36.17		

Scoring Criteria
Business Structure and Capacity
Experience and Qualifications
Technical Approach-Early Childhood Professional Development
Technical Approach- Virtual Professional Learning
Inclusive Prekindergarten Services
Instructional materials, Technology, Accessibility
Implementation Deliverables, and Reporting
Compliance, Risk, & Insurance
References and Past Performance
Exceptions and Additional Information

Cost Summary

Vendor	Cost
Conscious Discipline Holdings, LLC dba Loving Guidance	$118,477
Divine Illumination Agency LLC	$169,020
University of Denver – Marisco Institute	$199,800

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.05 Policy 405, Graduation
Type	Information, Discussion, Action
Suggested Action	Board approval of Policy 405, Graduation
Department(s)	Legal Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

Content
PURPOSE OF PRESENTATION:
2nd Reading

PROCESS STATEMENT:
Policy 405, Graduation, is presented today for the Board of Education's second reading (Summary_backup1, Analysis_backup2, Clean_backup3, and Redlined_backup4).

PRESENTER(S) & TITLE(S):
Steven N. Blivess, Esq., Chief Legal Counsel

SUBMITTED BY:
Steven N. Blivess, Esq., Chief Legal Counsel

ATTACHMENT(S):
2026.10.07 Policy 405 Graduation (Summary) (2nd Reading)_backup1.pdf
2026.10.07 Policy 405 Graduation (Analysis) (2nd Reading)_backup2.pdf
2026.10.07 Policy 405 Graduation (Draft - Clean) (2nd Reading)_backup3.pdf
2026.10.07 Policy 405 Graduation (Draft - Redlined) (2nd Reading)_backup4.pdf

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INSPIRE ★ MOTIVATE ★ INNOVATE

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Michelle D. Pycha, Esq.

Paralegal
Cindy M. Guilday
Nichole A Szczesny

Executive Assistant
Zoe L. Carson

Policy 405, *Graduation*
Proposed Changes

Page No.	Paragraph No.	Summary of Changes
1	B(1)	Updates the definition of "GED®" to "High School Equivalency Test" and revises the definition to align with current COMAR terminology.
3	D(1)(c)(i)	Updates the State assessment provision to clarify the COMAR reference and updates the cross-reference to FCPS Regulation 416-03, *Grading and Reporting, Secondary* (formerly Regulation 416-01).
3-4	D(1)(c)(ii)	Updates terminology related to State assessment and graduation assessment requirements and removes the outdated reference to the Maryland High School Assessment (MHSA).
5	D(1)(f)	Updates the heading and terminology related to four-year high school enrollment and replaces the outdated general COMAR reference with specific citations to COMAR 13A.03.02.10 and 13A.03.02.11.
5	E(2)	Adds COMAR 09.37.01, *Alternate Ways to Earn a High School Diploma*, to the related information.
5	E(4)	Updates FCPS regulation cross-references to reflect current regulation numbers and titles and adds *Regulation 416-05, Academic Support, Intervention, and Promotion*. Removes the outdated reference to Regulation 500-10, *Placement, Promotion and Grouping of Students.*

Frederick County Public Schools
Board of Education
POLICY ANALYSIS FORM

Policy Title: Graduation
Policy No. 405

Policy Committee Recommendation (Select 1):
☐ Adoption of a New Policy (Skip Section I, Complete Section II)
☐ Technical Amendment to an Existing Policy (Complete Section I, Skip Section II)
☒ Substantive (Non-Technical) Amendment to an Existing Policy (Skip Section I, Complete Section II)
☐ Decommission of an Existing Policy (Complete Section I, Skip Section II)
☐ No change to the Policy (No further action is required)

Section I – Technical Amendments, Decommission

1. Select the nature of the amendment:
   ☐ Technical amendment to comply with federal, state, or local law
   ☐ Technical amendment to bring the policy into alignment with a more recently enacted Board policy
   ☐ Technical amendment to apply the new template to an existing policy without substantive changes
   ☐ Technical amendment to update directory information (FCPS office names, phone numbers, etc.)
   ☐ Decommission

2. Describe the amendment being proposed:

   Click or tap here to enter text.

3. Will the technical amendment to the policy or decommissioning of the policy affect FCPS charter schools? ☐ Yes ☐ No
   If "Yes", describe how.

   Click or tap here to enter text.

Section II – New Policy, Substantive (Non-Technical) Amendments

1. What issue or question is being addressed?

   The policy is undergoing its annual review to determine whether revisions are needed to maintain alignment with current graduation requirements and FCPS practices.

2. Is there a fiscal impact? ☐ Yes ☒ No
   If "Yes", describe or attach a cost analysis and/or fiscal impact statement.

   N/A

3. Does this policy relate to other Board policies or to FCPS regulations? ☒ Yes ☐ No
   If "Yes", identify the related policies and/or regulations.

Policy 444, Educational Equity and Excellence
Policy 511, Assessments
Regulation 400-10, Commencement Procedures and Ceremonies
Regulation 400-27, Graduation Honors and Awards
Regulation 400-34, Alternatives to Four-Year High School Enrollment
Regulation 400-94, College and Career Readiness and College Completion
Regulation 444-01, Educational Equity and Excellence
Regulation 416-03, Grading and Reporting, Secondary (formerly 416-01)
Regulation 416-05, Academic Support, Intervention, and Promotion (formerly 500-10)
Regulation 430-03, Students Experiencing Homelessness

4. Are there any legal requirements (federal, state, or local law or regulation or judicial decision) that mandates the policy or standards within the policy? ☒ Yes ☐ No
If "Yes", provide the citation to the legal requirement and a brief description of the requirement.

Md. Code Ann., Educ. § 7-205
Md. Code Ann., Educ. § 7-205.1
Md. Code Ann., Labor & Emply. § 11-808
COMAR 09.37.01, Alternate Ways to Earn a High School Diploma
COMAR 13A.03.02, Graduation Requirements for Public High Schools in Maryland
COMAR 13A.05.07, Programs for Multilingual Learners

5. Check the box next to each Maryland LEA whose policies were reviewed in preparing this policy. If you did not review other LEA policies, check the "None" box.

☐ Allegany	☐ Anne Arundel	☐ Baltimore City	☐ Baltimore County
☐ Calvert	☐ Caroline	☐ Carroll	☐ Cecil
☐ Charles	☐ Dorchester	☐ Garrett	☐ Harford
☐ Howard	☐ Kent	☐ Montgomery	☐ Prince George's
☐ Queen Anne's	☐ Somerset	☐ St. Mary's	☐ Talbot
☐ Washington	☐ Wicomico	☐ Worcester	☒ None

6. Is a draft attached? ☒ Yes ☐ No
If "No," explain why not.

N/A

7. What alternatives to the new policy or policy change were considered by staff?

Staff initially considered presenting the policy without revisions. Following further consultation, however, revisions were identified as necessary to update the policy and maintain alignment with current requirements.

8. Will the policy or policy change affect FCPS charter schools? ☒ Yes ☐ No
If "Yes", describe how.

The changes will apply equally to all FCPS schools, including the charter schools.

9. Will the Superintendent be required to report on the implementation of the policy? ☐ Yes ☒ No
If "Yes", describe how.

N/A

10. What is the timeline for the adoption of the policy?

    Immediately upon approval by the Board.

Section III – Recommendation Approval

Recommendation by: Steven N. Blivens **08/26/26**
Superintendent's Designee

Approved by the Policy Committee on: 8/26/2026

A. Policy Purpose

To ensure the promotion and graduation of students are in accordance with criteria issued by the Maryland State Board of Education (State Board) and the Board of Education of Frederick County (Board) policy as set forth below.

B. Definitions

1. "High School Equivalency Test" is defined to mean an examination program authorized by the Maryland Department of Labor and the Maryland State Board of Education as a method for earning a high school diploma.

2. "Maryland Comprehensive Assessment Program" or "MCAP" is defined to mean state-mandated assessments, that are aligned with and measure a student's skills and knowledge as set forth in the Maryland Standards for subjects identified in the Code of Maryland Regulations (COMAR).

C. Policy Statement

The mission of a high school in the Frederick County Public Schools (FCPS) system is to challenge and support all students regardless of race, ethnicity, language, gender and citizenship status to grow intellectually, personally, and socially so that each and every student is prepared for lifelong learning experiences, post high school education, and employment.

D. Implementation

1. **Graduation Requirements – 25 credits**
   a. **State Requirements – Students Entering Ninth (9th) Grade 2020-2021 or Sooner.** To be awarded a diploma, a student shall be enrolled in a Maryland public school system and shall have earned a minimum of twenty-one (21) credits that include the following specified credits:

Subject	Credits
English	4
Science	3 Lab based; must include Biology
Mathematics	3*
Social Studies	3 (Government, United States History & World History)
Fine Arts	1
Technology Education	1

Physical Education	½
Health	½
Advanced Technology ***OR*** World Language ***OR*** State-Approved CTE program	2**
Electives	3**
State Credit Requirements	**21**
Additional Local Requirements[1]	
Math	1 additional math course beyond the state minimum of 3
Electives	3 student selected career pathway electives
Total Local Additions	**4 credits**

* 1 must be Algebra & 1 must be Geometry; Mathematics is required for every year of attendance, up to 4 years.
** These 5 credits must include ½ credit for Personal Financial Literacy for students entering 9th grade for the first time during or after the 2012-2013 school year.

b. **State Requirements – Students Entering Ninth (9th) Grade 2021-2022 or Later.** A student shall be enrolled in a public school system and shall have earned a minimum of twenty-two (22) credits that include the following specified credits:

Subject	Credits
English	4
Science	3 Maryland State Science Standards aligned lab courses; must include Biology
Mathematics	4*
Social Studies	3 Government, United States History & World History
Fine Arts	1
Computer Science, Engineering or Technology Education	1
Physical Education	½

[1] Graduation requirements that are in addition to high school graduation requirements established by the State Board for a student in foster care or who is a homeless youth shall be waived if that student transfers into FCPS from a different local school system in the state in grade 11 or grade 12. Such waiver may not occur if the principal makes a determination that the student is reasonably able to complete graduation requirements in time to graduate from high school.

A student who enters a local school system during their senior year shall be granted a waiver from locally established graduation requirements unless the student chooses to fulfill the requirements.

Health	1
World Language (all credits in the same language) ***OR*** State-Approved CTE program	2
Electives**	2-½***
State Credit Requirements	**22**
Additional Local Requirements[2]	
Electives	3 (student selected career pathway electives)
Total Local Additions	**3 credits**

* 1 must be Algebra & 1 must be Geometry; Mathematics is required for every year of attendance, up to 4 years.
** These 2-½ credits must include ½ credit for Personal Financial Literacy through enrollment in applicable courses listed in the High School Course guide.
*** Up to 2 Electives credits may be satisfied by CTE program credits.

c. **State Assessment Requirements**
   i. Students meet the state assessment requirement as set forth in COMAR 13A.03.02.06 by completing courses identified in FCPS Regulation 416-03, *Grading and Reporting, Secondary* (formerly 416-01).
   ii. A student may meet the mandated assessment requirements in the following ways:
      1. By taking the requisite assessment aligned with the Maryland Comprehensive Assessment Program and meeting end-of-course requirements;
      2. By meeting requirements for a substitute test;
      3. By receiving an exemption through award of course credit for a transfer student;
      4. By receiving a waiver from requirements as an out-of-state/private school second semester senior transfer; or
      5. By receiving a waiver of graduation requirements by the local superintendent.
d. **Total Requirements for Graduation from FCPS.** The total minimum number of credits required to graduate is twenty-five (25) credits.
e. **Completion of the Following Additional Programs**[3]
   i. Student Service Learning.
   ii. Environmental Literacy.
f. **Alternatives to High School Enrollment.** Students shall satisfactorily complete four years of approved high school study unless an alternative to the four-year enrollment requirement is satisfied in accordance with COMAR 13A.03.02.10 or COMAR 13A.03.02.11 and FCPS Regulation 400-34, *Alternatives to Four-Year High School Enrollment*.
g. **High School Diploma by Examination (*i.e.*, GED®)**
   i. With the exception of paragraph D(1)(g)(ii) below, an individual may obtain a high school diploma by examination if the individual:
      1. Has not obtained a high school diploma;

[2] Id. footnote 1.
[3] The curricular objectives identified in paragraphs D(1)(e)(i) and (ii) are embedded within the Frederick County Public Schools curriculum and may not represent specific courses.

2. Resides in the State of Maryland;
3. Is not subject to compulsory school attendance under Maryland law; and
4. Has withdrawn from a regular full-time public or private school program.

ii. An individual is not subject to the requirements of paragraph D(1)(g)(i) above if the individual participates in a GED® Option Program administered by the Maryland State Department of Education by examination for currently enrolled high school English learner students under the age of 21 years who have experienced interrupted education and have a lower level of English proficiency than their peers.

2. **Early Completion of State Requirements Graduation**
   a. Early graduation means the completion of all requirements for a Maryland high school diploma in less than the regular four-year senior high school program.
   b. Increasingly diverse learning opportunities for high school students now make it possible for some students to complete graduation requirements in less than four years.
      i. Both educational and personal considerations suggest that most students should remain in the public schools through twelfth grade. However, alternative plans may be approved including a waiver of the fourth year enrollment requirement if all credits, assessments, and student service requirements are met and the superintendent or designee determines the waiver is in the best interest of the student. A variety of factors will be considered when making determinations to allow a student to waive the fourth year including, but not limited to career skills, academic performance, and post-graduation plans.

3. **Commencement Exercises.** The Board acknowledges that commencement represents a ceremony of celebration and student participation is deemed a privilege and not a right. It is the expectation that schools conduct commencement ceremonies in accordance with budget allocations as determined by the Department of System Accountability and School Administration.

4. **Graduation Honors and Awards.** High schools recognize exemplary academic achievement using the designations of Honors, High Honors, and Highest Honors. Additionally, students who have met the necessary *Maryland Business Roundtable for Education* requirements will receive a Maryland Scholar designation.

5. **Annual Review.** The Board will annually review this Policy and staff will provide notification to the community of graduation requirements.

E. Related Information

1. **Board Policy**
   a. Policy 444, *Educational Equity and Excellence*
      (https://apps.fcps.org/legal/documents/444)
   b. Policy 511, *Assessments*
      (https://apps.fcps.org/legal/documents/511)

2. **Code of Maryland Regulations (COMAR)**
   a. COMAR 09.37.01, *Alternate Ways to Earn a High School Diploma* (https://fcps-md.info/COMAR_09-37-01)
   b. COMAR 13A.03.02, *Graduation Requirements for Public High Schools in Maryland* (https://fcps-md.info/COMAR_13A-03-02)
   c. COMAR 13A.05.07, *Programs for Multilingual Learners* (https://fcps-md.info/COMAR_13A-05-07)

3. **External Resources**
   a. Maryland Student Records Systems Manual (2020) (https://fcps-md.info/MD_Student_Records_System_Manual)

4. **FCPS Regulations**
   a. Regulation 400-10, *Commencement Procedures and Ceremonies* (https://apps.fcps.org/legal/documents/400-10)
   b. Regulation 400-27, *Graduation Honors and Awards* (https://apps.fcps.org/legal/documents/400-27)
   c. Regulation 400-34, *Alternatives to Four-Year High School Enrollment* (https://apps.fcps.org/legal/documents/400-34)
   d. Regulation 400-94, *College and Career Readiness and College Completion* (https://apps.fcps.org/legal/documents/400-94)
   e. Regulation 444-01, *Educational Equity and Excellence* (https://apps.fcps.org/legal/documents/444-01)
   f. Regulation 416-03, *Grading and Reporting, Secondary* (formerly 416-01) (https://apps.fcps.org/legal/documents/416-03)
   g. Regulation 416-05, *Academic Support, Intervention, and Promotion* (formerly 500-10) (https://apps.fcps.org/legal/documents/416-05)
   h. Regulation 430-03, *Students Experiencing Homelessness* (https://apps.fcps.org/legal/documents/430-03)

5. **Maryland Statutes**
   a. Md. Code Ann., Educ. § 7-205 (https://fcps-md.info/MD_Educ_Code_7-205)
   b. Md. Code Ann., Educ. § 7-205.1 (https://fcps-md.info/MD_Educ_Code_7-205-1)
   c. Md. Code Ann., Labor & Emply. § 11-808 (https://fcps-md.info/MD_Labor_Emply_Code_11-808)

F. Policy History (Maintained by Legal Services)

Responsible Office	Department of System Accountability & School Administration
Adoption Dates	11/08/00
Review Dates	2018; 2019; 2020; 2021; 05/17/23; 03/27/24

Revision Dates	01/12/22; 01/24/24; 08/07/24; 11/19/25; 10/07/26

A. Policy Purpose

To ensure the promotion and graduation of students are in accordance with criteria issued by the Maryland State Board of Education (State Board) and the Board of Education of Frederick County (Board) policy as set forth below.

B. Definitions

1. "[~~GED®~~][High School Equivalency Test]" is defined to mean [an examination program authorized by the Maryland Department of Labor and the Maryland State Board of Education as a method for earning a high school diploma][~~the nationally recognized high school equivalency test program~~].

2. "Maryland Comprehensive Assessment Program" or "MCAP" is defined to mean state-mandated assessments, that are aligned with and measure a student's skills and knowledge as set forth in the Maryland Standards for subjects identified in the Code of Maryland Regulations (COMAR).

C. Policy Statement

The mission of a high school in the Frederick County Public Schools (FCPS) system is to challenge and support all students regardless of race, ethnicity, language, gender and citizenship status to grow intellectually, personally, and socially so that each and every student is prepared for lifelong learning experiences, post high school education, and employment.

D. Implementation

1. **Graduation Requirements – 25 credits**
   a. **State Requirements – Students Entering Ninth (9th) Grade 2020-2021 or Sooner.** To be awarded a diploma, a student shall be enrolled in a Maryland public school system and shall have earned a minimum of twenty-one (21) credits that include the following specified credits:

Subject	Credits
English	4
Science	3 Lab based; must include Biology
Mathematics	3*
Social Studies	3 (Government, United States History & World History)
Fine Arts	1

Technology Education	1
Physical Education	½
Health	½
Advanced Technology ***OR*** World Language ***OR*** State-Approved CTE program	2**
Electives	3**
State Credit Requirements	**21**
Additional Local Requirements[1]	
Math	1 additional math course beyond the state minimum of 3
Electives	3 student selected career pathway electives
Total Local Additions	**4 credits**

* 1 must be Algebra & 1 must be Geometry; Mathematics is required for every year of attendance, up to 4 years.
** These 5 credits must include ½ credit for Personal Financial Literacy for students entering 9th grade for the first time during or after the 2012-2013 school year.

b. **State Requirements – Students Entering Ninth (9th) Grade 2021-2022 or Later.** A student shall be enrolled in a public school system and shall have earned a minimum of twenty-two (22) credits that include the following specified credits:

Subject	Credits
English	4
Science	3 Maryland State Science Standards aligned lab courses; must include Biology
Mathematics	4*
Social Studies	3 Government, United States History & World History
Fine Arts	1
Computer Science, Engineering or Technology Education	1

[1] Graduation requirements that are in addition to high school graduation requirements established by the State Board for a student in foster care or who is a homeless youth shall be waived if that student transfers into FCPS from a different local school system in the state in grade 11 or grade 12. Such waiver may not occur if the principal makes a determination that the student is reasonably able to complete graduation requirements in time to graduate from high school.

A student who enters a local school system during their senior year shall be granted a waiver from locally established graduation requirements unless the student chooses to fulfill the requirements.

Physical Education	½
Health	1
World Language (all credits in the same language) ***OR*** State-Approved CTE program	2
Electives**	2-½***
State Credit Requirements	**22**
Additional Local Requirements[2]	
Electives	3 (student selected career pathway electives)
Total Local Additions	**3 credits**

* 1 must be Algebra & 1 must be Geometry; Mathematics is required for every year of attendance, up to 4 years.
** These 2-½ credits must include ½ credit for Personal Financial Literacy through enrollment in applicable courses listed in the High School Course guide.
*** Up to 2 Electives credits may be satisfied by CTE program credits.

c. **State Assessment Requirements**
   i. Students meet the state assessment requirement as [~~defined~~][set forth]in COMAR 13A.03.02.06 by completing courses identified in[~~ FCPS Regulation 416-01, *Grading, Reporting, and Intervention – Secondary*~~][FCPS Regulation 416-03, *Grading and Reporting, Secondary* (formerly 416-01)].
   ii. A student may meet the mandated assessment requirements in the following ways:
      1. By taking the [~~state~~][requisite] assessment [~~designated for courses or the designated equivalent course assessment~~][aligned with the Maryland Comprehensive Assessment Program and meeting end-of-course requirements;
      2. By meeting requirements for a substitute test;
      3. By receiving an exemption through award of course credit for a transfer student;
      4. By receiving a waiver from requirements as an out-of-state/private school second semester senior transfer]; or
      5. [~~through~~][By receiving] a waiver of [~~the Maryland High School Assessment (MHSA)~~] graduation requirement[s] [~~in certain circumstances~~][by the local superintendent].

d. **Total Requirements for Graduation from FCPS.** The total minimum number of credits required to graduate is twenty-five (25) credits.

e. **Completion of the Following Additional Programs**[3]
   i. Student Service Learning.
   ii. Environmental Literacy.

f. **Alternatives to [~~Four-Year~~][High School] Enrollment.** Students shall satisfactorily complete four years of approved [high school] study [~~beyond 8th grade~~]unless [~~one of the~~][an] alternative[~~s~~] [to the four-year enrollment requirement]is satisfied in [~~the~~

[2] Id. footnote 1.
[3] The curricular objectives identified in paragraphs D(1)(e)(i) and (ii) are embedded within the Frederick County Public Schools curriculum and may not represent specific courses.

~~COMAR State Board of Education Graduation Requirement Bylaw~~][accordance with COMAR 13A.03.02.10 or COMAR 13A.03.02.11]and FCPS Regulation 400-34, *Alternatives to Four-Year High School Enrollment*.

g. **High School Diploma by Examination (*i.e.*, GED®)**
   i. With the exception of paragraph D(1)(g)(ii) below, an individual may obtain a high school diploma by examination if the individual:
      1. Has not obtained a high school diploma;
      2. Resides in the State of Maryland;
      3. Is not subject to compulsory school attendance under Maryland law; and
      4. Has withdrawn from a regular full-time public or private school program.
   ii. An individual is not subject to the requirements of paragraph D(1)(g)(i) above if the individual participates in a GED® Option Program administered by the Maryland State Department of Education by examination for currently enrolled high school English learner students under the age of 21 years who have experienced interrupted education and have a lower level of English proficiency than their peers.

2. **Early Completion of State Requirements Graduation**
   a. Early graduation means the completion of all requirements for a Maryland high school diploma in less than the regular four-year senior high school program.
   b. Increasingly diverse learning opportunities for high school students now make it possible for some students to complete graduation requirements in less than four years.
      i. Both educational and personal considerations suggest that most students should remain in the public schools through twelfth grade. However, alternative plans may be approved including a waiver of the fourth year enrollment requirement if all credits, assessments, and student service requirements are met and the superintendent or designee determines the waiver is in the best interest of the student. A variety of factors will be considered when making determinations to allow a student to waive the fourth year including, but not limited to career skills, academic performance, and post-graduation plans.

3. **Commencement Exercises.** The Board acknowledges that commencement represents a ceremony of celebration and student participation is deemed a privilege and not a right. It is the expectation that schools conduct commencement ceremonies in accordance with budget allocations as determined by the Department of System Accountability and School Administration.

4. **Graduation Honors and Awards.** High schools recognize exemplary academic achievement using the designations of Honors, High Honors, and Highest Honors. Additionally, students who have met the necessary *Maryland Business Roundtable for Education* requirements will receive a Maryland Scholar designation.

5. **Annual Review.** The Board will annually review this [~~p~~][P]olicy and staff will provide notification to the community of graduation requirements.

E. Related Information

1. **Board Policy**
   a. Policy 444, *Educational Equity and Excellence*
   (https://apps.fcps.org/legal/documents/444)
   b. Policy 511, *Assessments*
   (https://apps.fcps.org/legal/documents/511)

2. **Code of Maryland Regulations (COMAR)**
   a. [COMAR 09.37.01, *Alternate Ways to Earn a High School Diploma]*
   [(https://fcps-md.info/COMAR_09-37-01)]
   b. COMAR 13A.03.02, *Graduation Requirements for Public High Schools in Maryland*
   (https://fcps-md.info/COMAR_13A-03-02)
   c. COMAR 13A.05.07, *Programs for Multilingual Learners*
   (https://fcps-md.info/COMAR_13A-05-07)

3. **External Resources**
   a. Maryland Student Records Systems Manual (2020)
   (https://fcps-md.info/MD_Student_Records_System_Manual)

4. **FCPS Regulations**
   a. Regulation 400-10, *Commencement Procedures and Ceremonies*
   (https://apps.fcps.org/legal/documents/400-10)
   b. Regulation 400-27, *Graduation Honors and Awards*
   (https://apps.fcps.org/legal/documents/400-27)
   c. Regulation 400-34, *Alternatives to Four-Year High School Enrollment*
   (https://apps.fcps.org/legal/documents/400-34)
   d. Regulation 400-94, *College and Career Readiness and College Completion*
   (https://apps.fcps.org/legal/documents/400-94)
   e. Regulation 444-01, *Educational Equity and Excellence*
   (https://apps.fcps.org/legal/documents/444-01)
   f. [~~Regulation 416-01, *Grading, Reporting, and Intervention – Secondary*~~]*]*[Regulation 416-03, *Grading and Reporting, Secondary* (formerly 416-01)]
   (https://apps.fcps.org/legal/documents/416-0[~~1~~][3])
   g. [Regulation 416-05, *Academic Support, Intervention, and Promotion* (formerly 500-10)
   (https://apps.fcps.org/legal/documents/416-05)**]**
   h. Regulation 430-03, *Students Experiencing Homelessness*
   (https://apps.fcps.org/legal/documents/430-03)
   ~~i.~~ [~~Regulation 500-10, *Placement, Promotion and Grouping of Students*~~
   ~~(https://apps.fcps.org/legal/documents/500-10)~~]

5. **Maryland Statutes**
   a. Md. Code Ann., Educ. § 7-205
   (https://fcps-md.info/MD_Educ_Code_7-205)
   b. Md. Code Ann., Educ. § 7-205.1
   (https://fcps-md.info/MD_Educ_Code_7-205-1)
   c. Md. Code Ann., Labor & Emply. § 11-808
   (https://fcps-md.info/MD_Labor_Emply_Code_11-808)

F. Policy History (Maintained by Legal Services)

Responsible Office	Department of System Accountability & School Administration
Adoption Dates	11/08/00
Review Dates	2018[,][;] 2019[,][;] 2020[,][;] 2021[,][;] 05/17/23[,][;] 03/27/24
Revision Dates	01/12/22[,][;] 01/24/24[,][;] 08/07/24[,][;] 11/19/25[; [~~XX/XX/XX~~][10/07/26]]

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.06 Policy 124, Artificial Intelligence
Type	Information, Discussion, Action
Suggested Action	Board approval of Policy 124, Artificial Intelligence
Department(s)	Legal Services
Goal(s)	Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

Content
PURPOSE OF PRESENTATION:
2nd Reading

PROCESS STATEMENT:
Policy 124, Artificial Intelligence, is presented today for the Board of Education's second reading (Summary 2nd Reading_backup1, Summary 2nd Reading Cont'd, backup2, Analysis 2nd Reading_backup3, Analysis 2nd Reading Cont'd_backup4, Draft - Clean 2nd Reading_backup5, Draft - Clean 2nd Reading Cont'd_backup6, Draft - Redlined 2nd Reading_backup7, Draft - Redlined 2nd Reading Cont'd_backup8, Analysis 1st Reading_backup9, and Draft - Clean 1st Reading_backup10).

PRESENTER(S) & TITLE(S):
Steven N. Blivess, Esq., Chief Legal Counsel

SUBMITTED BY:
Steven N. Blivess, Esq., Chief Legal Counsel

ATTACHMENT(S):
2026.09.23 Policy 124 Artificial Intelligence (Summary)(2nd Reading)_backup1.pdf
2026.10.07 Policy 124 Artificial Intelligence (Summary)(2nd Reading Cont'd)_backup2.pdf
2026.09.23 Policy 124 Artificial Intelligence (Analysis)(2nd Reading)_backup3.pdf
2026.10.07 Policy 124 Artificial Intelligence (Analysis)(2nd Reading Cont'd)_backup4.pdf

2026.09.23 Policy 124 Artificial Intelligence (Draft - Clean)(2nd Reading)_backup5.pdf
2026.10.07 Policy 124 Artificial Intelligence (Draft - Clean)(2nd Reading Cont'd)_backup6.pdf
2026.09.23 Policy 124 Artificial Intelligence (Draft - Redlined)(2nd Reading)_backup7.pdf
2026.10.07 Policy 124 Artificial Intelligence (Draft - Redlined)(2nd Reading Cont'd)_backup8.pdf
2026.09.09 Policy 124 Artificial Intelligence (Analysis)(1st Reading)_backup9.pdf
2026.09.09 Policy 124 Artificial Intelligence (Draft - Clean)(1st Reading)_backup10.pdf

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Executive Assistant
Zoe L. Carson

Policy 124, *Artifical Intelligence*
Proposed Changes

Page No.	Paragraph No.	Summary of Changes
1	B(3) and B(5)	Revise the defined term from "Bias" to "Artificial Intelligence Bias" or "AI Bias."
1	B(4)	Update the definition of "AI Literacy" to reference "AI Bias.
1–2	C(2)	Revise the Policy Statement to recognize that AI use may prevent students from developing essential critical thinking, problem-solving, and communication skills and to identify risks associated with AI use, including privacy, AI bias, equity, academic integrity, and over-reliance on automated systems.
2	C(3)	Revise expectations regarding AI use and the student-educator relationship.
2	C(3), Alternate Option	Add an alternate provision addressing AI use and the student-educator relationship.
2	C(5)	Add provisions addressing disruptive, harassing, or bullying uses of AI.
2–3	D(1)	Add three alternative options addressing permissible student AI use by grade level.
3	D(2)(b)(ii)	Add "Prohibited use" to required implementation regulations and guidelines.
3–4	E(1), E(3), and E(4)	Add related Board policies, FCPS regulations, and FCPS resources.

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Policy 124, *Artifical Intelligence*
Proposed Changes

October 7, 2026 Board Meeting

Page No.	Paragraph No.	Summary of Changes
2	C(3)	Add provision addressing AI use and the student-educator relationship.
2	C(4)	Revise the Policy Statement to clarify that AI use must serve direct educational or operational purposes and protect student and staff rights and safety, data security and privacy, academic integrity, and compliance with applicable law.
2-3	D(1)	Add two alternative options addressing permissible student AI use by grade level and staff AI use. Add provision addressing AI use required by a student's Individualized Education Plan (IEP), Section 504 Plan, or applicable law.
3	D(2)(b)(ix)	Revise required implementation regulations and guidelines to address appropriate operational use.
3-5	E(1) and E(5)	Add related Board policy and federal law addressing students with disabilities.

Frederick County Public Schools
Board of Education
POLICY ANALYSIS FORM

Policy Title: Artifical Intelligence
Policy No. 124

Policy Committee Recommendation (Select 1):
☒ Adoption of a New Policy (Skip Section I, Complete Section II)
☐ Technical Amendment to an Existing Policy (Complete Section I, Skip Section II)
☐ Substantive (Non-Technical) Amendment to an Existing Policy (Skip Section I, Complete Section II)
☐ Decommission of an Existing Policy (Complete Section I, Skip Section II)
☐ No change to the Policy (No further action is required)

Section I – Technical Amendments, Decommission

1. Select the nature of the amendment:
   ☐ Technical amendment to comply with federal, state, or local law
   ☐ Technical amendment to bring the policy into alignment with a more recently enacted Board policy
   ☐ Technical amendment to apply the new template to an existing policy without substantive changes
   ☐ Technical amendment to update directory information (FCPS office names, phone numbers, etc.)
   ☐ Decommission

2. Describe the amendment being proposed:

   Click or tap here to enter text.

3. Will the technical amendment to the policy or decommissioning of the policy affect FCPS charter schools? ☐ Yes ☐ No
   If "Yes", describe how.

   Click or tap here to enter text.

Section II – New Policy, Substantive (Non-Technical) Amendments

1. What issue or question is being addressed?

   The proposed policy addresses the need for a consistent, systemwide framework for AI literacy and the responsible, ethical, and effective use of artificial intelligence in FCPS in alignment with MSDE guidance and applicable legal and educational requirements.

2. Is there a fiscal impact? ☐ Yes ☒ No
   If "Yes", describe or attach a cost analysis and/or fiscal impact statement.

   N/A

3. Does this policy relate to other Board policies or to FCPS regulations? ☒ Yes ☐ No

If "Yes", identify the related policies and/or regulations.

Policy 208, Data Security
Policy 210, Technology Acquisition (formerly 434)
Policy 404, Student Rights and Responsibilities
Policy 444, Educational Equity and Excellence
Policy 500, Approval of Curriculum and Instructional Resources
Regulation 208-02, Data Privacy, Students (formerly 400-96)
Regulation 434-01, Technology Use, Students
Regulation 500-08, Selection and Approval of Digital Tools for the Instructional Program

4. Are there any legal requirements (federal, state, or local law or regulation or judicial decision) that mandates the policy or standards within the policy? ☐ Yes ☐ No
If "Yes", provide the citation to the legal requirement and a brief description of the requirement.

Children's Online Privacy Protection Act (COPPA), 15 USC § 6501, et seq.
Family Educational Rights and Privacy Act (FERPA)
Protection of Pupil Rights Amendment (PPRA)
Maryland Law Cybersecurity Act of 2022
Md. Code Ann., Educ. § 7-2201
Md. Code Ann., Educ. § 7-2202
Md. Code Ann., Educ. § 7-2203
Md. Code Ann., Educ. § 7-2204
Md. Code Ann., State Fin. & Proc. § 3.5-801

5. Check the box next to each Maryland LEA whose policies were reviewed in preparing this policy. If you did not review other LEA policies, check the "None" box.

☐ Allegany	☐ Anne Arundel	☐ Baltimore City	☐ Baltimore County
☐ Calvert	☐ Caroline	☐ Carroll	☐ Cecil
☐ Charles	☐ Dorchester	☐ Garrett	☐ Harford
☐ Howard	☐ Kent	☐ Montgomery	☒ Prince George's
☐ Queen Anne's	☐ Somerset	☐ St. Mary's	☐ Talbot
☐ Washington	☐ Wicomico	☐ Worcester	☐ None

6. Is a draft attached? ☒ Yes ☐ No
If "No," explain why not.

N/A

7. What alternatives to the new policy or policy change were considered by staff?

None.

8. Will the policy or policy change affect FCPS charter schools? ☒ Yes ☐ No
If "Yes", describe how.

The policy will affect all FCPS schools equally, including the charter school.

9. Will the Superintendent be required to report on the implementation of the policy? ☐ Yes ☒ No
   If "Yes", describe how.

   N/A

10. What is the timeline for the adoption of the policy?

    Immediately upon adoption by the Board.

Section III – Recommendation Approval

Recommendation by: Steven N. Blivess **08/26/26**
Superintendent's Designee

Approved by the Policy Committee on: 8/26/2026

Frederick County Public Schools
Board of Education
POLICY ANALYSIS FORM

Policy Title: Artifical Intelligence
Policy No. 124

Policy Committee Recommendation (Select 1):
☒ Adoption of a New Policy (Skip Section I, Complete Section II)
☐ Technical Amendment to an Existing Policy (Complete Section I, Skip Section II)
☐ Substantive (Non-Technical) Amendment to an Existing Policy (Skip Section I, Complete Section II)
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   ☐ Decommission

2. Describe the amendment being proposed:

   Click or tap here to enter text.

3. Will the technical amendment to the policy or decommissioning of the policy affect FCPS charter schools? ☐ Yes ☐ No
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   Click or tap here to enter text.

Section II – New Policy, Substantive (Non-Technical) Amendments

1. What issue or question is being addressed?

   The proposed policy addresses the need for a consistent, systemwide framework for AI literacy and the responsible, ethical, and effective use of artificial intelligence in FCPS in alignment with MSDE guidance and applicable legal and educational requirements.

2. Is there a fiscal impact? ☐ Yes ☒ No
   If "Yes", describe or attach a cost analysis and/or fiscal impact statement.

   N/A

3. Does this policy relate to other Board policies or to FCPS regulations? ☒ Yes ☐ No

If "Yes", identify the related policies and/or regulations.

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5. Check the box next to each Maryland LEA whose policies were reviewed in preparing this policy. If you did not review other LEA policies, check the "None" box.

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☐ Howard	☐ Kent	☐ Montgomery	☒ Prince George's
☐ Queen Anne's	☐ Somerset	☐ St. Mary's	☐ Talbot
☐ Washington	☐ Wicomico	☐ Worcester	☐ None

6. Is a draft attached? ☒ Yes ☐ No
If "No," explain why not.

N/A

7. What alternatives to the new policy or policy change were considered by staff?

None.

8. Will the policy or policy change affect FCPS charter schools? ☒ Yes ☐ No
If "Yes", describe how.

The policy will affect all FCPS schools equally, including the charter school.

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   If "Yes", describe how.

   N/A

10. What is the timeline for the adoption of the policy?

    Immediately upon adoption by the Board.

Section III – Recommendation Approval

Recommendation by: Steven N. Blivess **08/26/26**
Superintendent's Designee

Approved by the Policy Committee on: 8/26/2026

A. Policy Purpose

To establish a framework and expectations for the safe, responsible, and educational use of artificial intelligence (AI) within Frederick County Public Schools (FCPS).

B. Definitions

1. "Academic Integrity" is defined to mean a commitment to honesty, transparency, and responsibility in all academic work, which includes submitting original work and accurately crediting the sources of any external content used.

2. "Artificial Intelligence" (AI) is defined to mean computational systems that perform tasks associated with human intelligence, including pattern recognition, content generation, prediction, and adaptive output.

3. "Artificial Intelligence Bias" or "AI Bias" is defined to mean systematic, unwanted unfairness or misinformation in how a computer detects patterns, automates decisions, or provides content.

4. "Artificial Intelligence Literacy" or "AI Literacy" is defined to mean the knowledge and skills needed to understand, evaluate, and use AI responsibly, including awareness of limitations, AI bias, and appropriate use.

5. "Data Security" is defined to mean administrative, physical, and technical safeguards designed to protect information confidentiality, integrity, and availability throughout its lifecycle, from creation or collection through destruction.

C. Policy Statement

1. The Board of Education of Frederick County (Board) recognizes that AI is becoming increasingly embedded in today's world and is committed to preparing students for future success in a rapidly changing economy and technological landscape.

2. The Board recognizes that AI use may prevent students from developing essential critical thinking, problem solving, and communication skills for college and career success. Used without adequate safeguards, it can introduce risks related to privacy, AI bias, equity, academic integrity, and over-reliance on automated systems.

3. The Board expects that AI be used as an occasional tool in ways that never replaces professional educators or their judgment. The student-educator relationship, professional

expertise, and student physical, emotional, and mental health and well-being remain central to the work of FCPS.

Alternate Para. C(3) Option:

The use of AI should not displace or impair the connection between students and educators, as a connection is essential to fostering academic success, critical thinking, interpersonal and social skills, emotional well-being, creativity, and the ability to fully participate in society. AI-enhanced tools that undermine any of these critical aspects of teaching and learning should not be used.

4. Any AI use in FCPS must serve clear educational or operational purposes, protect the rights and safety of students and staff, maintain rigorous data security and privacy standards, advance academic integrity, and comply with all applicable federal and Maryland law.

5. Staff, students, and Board members may not engage in AI use that substantially disrupts or is likely to cause a significant disruption to school operations. The use of AI to harass or bully another individual, whether on-campus or off-campus, is considered a significant disruption to school operations. The Board expects instances of AI harassment or bullying to be subject to appropriate disciplinary measures.

D. Implementation

New Paragraph 1 – Option 1: Prohibit Use PreK-8

1. **AI Use**
   a. The Board prohibits the use of AI by students in Grades PreK-8 , except as may be necessary to provide AI literacy instruction or as may be approved by the Superintendent or their designee. AI may be used at the high school level consistent with regulations and guidelines established by the Superintendent.
   b. Staff may use AI consistent with regulations and guidelines established by the Superintendent, but shall not use AI to replace direct instruction or to evaluate student work.

New Paragraph 1 – Option 2: Prohibit Use K-5

a. The Board prohibits the use of AI by students in Grades PreK-5, except as may be necessary to provide AI literacy instruction or as may be approved by the Superintendent or their designee. AI may be used at the middle and high school levels consistent with regulation and guidelines established by the Superintendent.
b. Staff may use AI consistent with regulations and guidelines established by the Superintendent, but shall not use AI to replace direct instruction or to evaluate student work.

New Paragraph 1 – Option 3: Prohibit Use All Grades

a. The Board prohibits the use of AI by students at all grade levels, except as may be necessary to provide AI literacy instruction or as may be approved by the Superintendent or their designee.
b. Staff may use AI consistent with regulations and guidelines established by the Superintendent, but shall not use AI to replace direct instruction or to evaluate student work.

2. The Superintendent is directed to:
   a. Adopt regulations to implement this Policy and related guidelines for FCPS staff and students.
   b. Ensure that such regulations and guidelines address, but are not limited to:
      i. Student-centered use;
      ii. Prohibited use;
      iii. Human oversight;
      iv. Equity and access;
      v. Data security;
      vi. Academic integrity and assessment;
      vii. Professional learning for staff;
      viii. AI literacy for students;
      ix. Appropriate operational use; and
      x. Procurement guidelines.

3. The Superintendent is further directed to form an advisory group of teachers, administrators, students, and community members to advise and monitor implementation and recommend adjustments as needed.

E. Related Information

1. **Board Policy**
   a. Policy 115, *Responsible Use of Social Media* (https://apps.fcps.org/legal/documents/115)
   b. Policy 118, *Personal Mobile Devices* (https://apps.fcps.org/legal/documents/118)
   c. Policy 208, *Data Security* (https://apps.fcps.org/legal/documents/208)
   d. Policy 210, *Technology Acquisition* (formerly 434) (https://apps.fcps.org/legal/documents/210)
   e. Policy 403, *Student Discipline* (https://apps.fcps.org/legal/documents/403)
   f. Policy 404, *Student Rights and Responsibilities* (https://apps.fcps.org/legal/documents/404)
   g. Policy 437, *Bullying-Harassment-Intimidation* (https://apps.fcps.org/legal/documents/437)
   h. Policy 444, *Educational Equity and Excellence* (https://apps.fcps.org/legal/documents/444)
   i. Policy 500, *Approval of Curriculum and Instructional Resources*

(https://apps.fcps.org/legal/documents/500)

2. **External Resources**
   a. Maryland State Department of Education (MSDE) (June 2026), *Artificial Intelligence in K-12 Public Schools: Maryland's Framework for Responsible AI in Education* (https://fcps-md.info/MSDE_AI_Guide)
   b. MSDE Artificial Intelligence Webpage (https://fcps-md.info/MSDE_AI)

3. **FCPS Regulations**
   a. Regulation 100-08, *Responsible Use of Social Media* (https://apps.fcps.org/legal/documents/100-08)
   b. Regulation 118-01, *Personal Mobile Devices* (https://apps.fcps.org/legal/documents/118-01)
   c. Regulation 208-02, *Data Privacy, Students* (formerly 400-96) (https://apps.fcps.org/legal/documents/208-02)
   d. Regulation 301-03, *Technology Use, Staff* (https://apps.fcps.org/legal/documents/301-03)
   e. Regulation 400-48, *Bullying, Harassment, Intimidation Complaint Process for Students* (https://apps.fcps.org/legal/documents/400-48)
   f. Regulation 403-01, *Student Discipline* (https://apps.fcps.org/legal/documents/403-01)
   g. Regulation 434-01, *Technology Use, Students* (https://apps.fcps.org/legal/documents/434-01)
   h. Regulation 500-08, *Selection and Approval of Digital Tools for the Instructional Program* (https://apps.fcps.org/legal/documents/500-08)

4. **FCPS Resources**
   a. FCPS / Academics / Digital Learning Experience (https://www.fcps.org/academics/digital_learning_experience)
   b. FCPS / Academics / Digital Learning Experience / Artificial Intelligence (AI) (https://www.fcps.org/academics/digital_learning_experience/artificial_intelligence_ai)
   c. FCPS / Academics / Digital Learning Experience / Digital Citizenship (https://www.fcps.org/academics/digital_learning_experience/digital_citizenship)
   d. FCPS / Families & Students / Student Code of Conduct (https://www.fcps.org/families_students/student_code_of_conduct)
   e. FCPS / Staff / Employee Code of Conduct (https://www.fcps.org/staff/employee_code_of_conduct)

5. **Federal Law**
   a. Children's Online Privacy Protection Act (COPPA), 15 USC § 6501, *et seq.* (https://fcps-md.info/COPPA_15_USC_6501)
   b. Family Educational Rights and Privacy Act (FERPA) (https://fcps-md.info/FERPA_20_USC_1232g)
   c. Protection of Pupil Rights Amendment (PPRA) (https://fcps-md.info/PPRA_20_USC_1232h)

6. **Maryland Law**
   a. Maryland Law Cybersecurity Act of 2022

7. **Maryland Statutes**
   a. Md. Code Ann., Educ. § 7-2201
      (https://fcps-md.info/MD_Educ_Code_7-2201)
   b. Md. Code Ann., Educ. § 7-2202
      (https://fcps-md.info/MD_Educ_Code_7-2202)
   c. Md. Code Ann., Educ. § 7-2203
      (https://fcps-md.info/MD_Educ_Code_7-2203)
   d. Md. Code Ann., Educ. § 7-2204
      (https://fcps-md.info/MD_Educ_Code_7-2204)
   e. Md. Code Ann., State Fin. & Proc. § 3.5-801
      (https://fcps-md.info/MD_State_Fin_Code_3-5-801)

F. Policy History (Maintained by Legal Services)

Responsible Office	Department of Curriculum and Instruction; Department of Information and Technology
Adoption Dates	09/23/26
Review Dates	
Revision Dates	

A. Policy Purpose

To establish a framework and expectations for the safe, responsible, and educational use of artificial intelligence (AI) within Frederick County Public Schools (FCPS).

B. Definitions

1. "Academic Integrity" is defined to mean a commitment to honesty, transparency, and responsibility in all academic work, which includes submitting original work and accurately crediting the sources of any external content used.

2. "Artificial Intelligence" (AI) is defined to mean computational systems that perform tasks associated with human intelligence, including pattern recognition, content generation, prediction, and adaptive output.

3. "Artificial Intelligence Bias" or "AI Bias" is defined to mean systematic, unwanted unfairness or misinformation in how a computer detects patterns, automates decisions, or provides content.

4. "Artificial Intelligence Literacy" or "AI Literacy" is defined to mean the knowledge and skills needed to understand, evaluate, and use AI responsibly, including awareness of limitations, AI bias, and appropriate use.

5. "Data Security" is defined to mean administrative, physical, and technical safeguards designed to protect information confidentiality, integrity, and availability throughout its lifecycle, from creation or collection through destruction.

C. Policy Statement

1. The Board of Education of Frederick County (Board) recognizes that AI is becoming increasingly embedded in today's world and is committed to preparing students for future success in a rapidly changing economy and technological landscape.

2. The Board recognizes that AI use may prevent students from developing essential critical thinking, problem solving, and communication skills for college and career success. Used without adequate safeguards, it can introduce risks related to privacy, AI bias, equity, academic integrity, and over-reliance on automated systems.

3. The use of AI should not displace or impair the connection between students and educators, as a connection is essential to fostering academic success, critical thinking, interpersonal and social skills, emotional well-being, creativity, and the ability to fully participate in

society. AI-enhanced tools that undermine any of these critical aspects of teaching and learning should not be used.

4. Any AI use in FCPS must serve direct educational, curricular, program or operational protect the rights and safety of students and staff; maintain rigorous data security and privacy standards; advance academic integrity; and comply with all applicable federal and Maryland law.

5. Staff, students, and Board members may not engage in AI use that substantially disrupts or is likely to cause a significant disruption to school operations. The use of AI to harass or bully another individual, whether on-campus or off-campus, is considered a significant disruption to school operations. The Board expects instances of AI harassment or bullying to be subject to appropriate disciplinary measures.

D. Implementation

New Paragraph 1 – Option 1: Prohibit Use PreK-5

1. **AI Use**
   a. The Board prohibits the use of AI by students in Grades PreK-5, except as may be necessary to provide AI literacy instruction or as may be approved by the Superintendent or their designee.
   b. AI may be used at the middle and high school levels consistent with regulation and guidelines established by the Superintendent. The Board restricts AI use to FCPS-approved AI tools that can only be accessed within the secure FCPS network and monitored by FCPS.
   c. Staff may use AI consistent with regulations and guidelines established by the Superintendent, including for operational needs, but shall not use AI to replace direct instruction or to evaluate student work.
   d. Use of AI must be permitted where included in a student's Individualized Education Plan (IEP), Section 504 Plan, or whether otherwise required by law, regardless of grad level.

New Paragraph 1 – Option 2: Prohibit Use PreK-8

a. The Board prohibits the use of AI by students in Grades PreK-8, except as may be necessary to provide AI literacy instruction, where AI use is required for a course or extracurricular program, or as may be approved by the Superintendent or their designee.
b. AI may be used at the high school level consistent with regulations and guidelines established by the Superintendent. The Board restricts AI use to FCPS-approved AI tools that can only be accessed within the secure FCPS network and monitored by FCPS.
c. Staff may use AI consistent with regulations and guidelines established by the Superintendent, including for operational needs, but shall not use AI to replace direct instruction or to evaluate student work.

d. Use of AI must be permitted where included in a student's Individualized Education Plan (IEP), Section 504 Plan, or whether otherwise required by law, regardless of grad level.

2. The Superintendent is directed to:
   a. Adopt regulations to implement this Policy and related guidelines for FCPS staff and students.
   b. Ensure that such regulations and guidelines address, but are not limited to:
      i. Student-centered use;
      ii. Prohibited use;
      iii. Human oversight;
      iv. Equity and access;
      v. Data security;
      vi. Academic integrity and assessment;
      vii. Professional learning for staff;
      viii. AI literacy for students;
      ix. Appropriate operational and system use; and
      x. Procurement guidelines.

3. The Superintendent is further directed to form an advisory group of teachers, administrators, students, and community members to advise and monitor implementation and recommend adjustments as needed.

E. Related Information

1. **Board Policy**
   a. Policy 115, *Responsible Use of Social Media* (https://apps.fcps.org/legal/documents/115)
   b. Policy 118, *Personal Mobile Devices* (https://apps.fcps.org/legal/documents/118)
   c. Policy 208, *Data Security* (https://apps.fcps.org/legal/documents/208)
   d. Policy 210, *Technology Acquisition* (formerly 434) (https://apps.fcps.org/legal/documents/210)
   e. Policy 403, *Student Discipline* (https://apps.fcps.org/legal/documents/403)
   f. Policy 404, *Student Rights and Responsibilities* (https://apps.fcps.org/legal/documents/404)
   g. Policy 437, *Bullying-Harassment-Intimidation* (https://apps.fcps.org/legal/documents/437)
   h. Policy 444, *Educational Equity and Excellence* (https://apps.fcps.org/legal/documents/444)
   i. Policy 500, *Approval of Curriculum and Instructional Resources* (https://apps.fcps.org/legal/documents/500)
   j. Policy 508, *Supporting Students with Disabilities* (https://apps.fcps.org/legal/documents/508)

2. **External Resources**
   a. Maryland State Department of Education (MSDE) (June 2026), *Artificial Intelligence in K-12 Public Schools: Maryland's Framework for Responsible AI in Education* (https://fcps-md.info/MSDE_AI_Guide)
   b. MSDE Artificial Intelligence Webpage (https://fcps-md.info/MSDE_AI)

3. **FCPS Regulations**
   a. Regulation 100-08, *Responsible Use of Social Media* (https://apps.fcps.org/legal/documents/100-08)
   b. Regulation 118-01, *Personal Mobile Devices* (https://apps.fcps.org/legal/documents/118-01)
   c. Regulation 208-02, *Data Privacy, Students* (formerly 400-96) (https://apps.fcps.org/legal/documents/208-02)
   d. Regulation 301-03, *Technology Use, Staff* (https://apps.fcps.org/legal/documents/301-03)
   e. Regulation 400-48, *Bullying, Harassment, Intimidation Complaint Process for Students* (https://apps.fcps.org/legal/documents/400-48)
   f. Regulation 403-01, *Student Discipline* (https://apps.fcps.org/legal/documents/403-01)
   g. Regulation 434-01, *Technology Use, Students* (https://apps.fcps.org/legal/documents/434-01)
   h. Regulation 500-08, *Selection and Approval of Digital Tools for the Instructional Program* (https://apps.fcps.org/legal/documents/500-08)

4. **FCPS Resources**
   a. FCPS / Academics / Digital Learning Experience (https://www.fcps.org/academics/digital_learning_experience)
   b. FCPS / Academics / Digital Learning Experience / Artificial Intelligence (AI) (https://www.fcps.org/academics/digital_learning_experience/artificial_intelligence_ai)
   c. FCPS / Academics / Digital Learning Experience / Digital Citizenship (https://www.fcps.org/academics/digital_learning_experience/digital_citizenship)
   d. FCPS / Families & Students / Student Code of Conduct (https://www.fcps.org/families_students/student_code_of_conduct)
   e. FCPS / Staff / Employee Code of Conduct (https://www.fcps.org/staff/employee_code_of_conduct)

5. **Federal Law**
   a. Children's Online Privacy Protection Act (COPPA), 15 USC § 6501, *et seq.* (https://fcps-md.info/COPPA_15_USC_6501)
   b. Family Educational Rights and Privacy Act (FERPA) (https://fcps-md.info/FERPA_20_USC_1232g)
   c. Individuals with Disabilities Education Act (IDEA) (https://fcps-md.info/IDEA_20_USC_1400)
   d. Protection of Pupil Rights Amendment (PPRA) (https://fcps-md.info/PPRA_20_USC_1232h)

e. Section 504 of the Rehabilitation Act of 1973 (Section 504)
(https://fcps-md.info/PPRA_20_USC_1232h)

6. **Maryland Law**
   a. Maryland Law Cybersecurity Act of 2022

7. **Maryland Statutes**
   a. Md. Code Ann., Educ. § 7-2201
   (https://fcps-md.info/MD_Educ_Code_7-2201)
   b. Md. Code Ann., Educ. § 7-2202
   (https://fcps-md.info/MD_Educ_Code_7-2202)
   c. Md. Code Ann., Educ. § 7-2203
   (https://fcps-md.info/MD_Educ_Code_7-2203)
   d. Md. Code Ann., Educ. § 7-2204
   (https://fcps-md.info/MD_Educ_Code_7-2204)
   e. Md. Code Ann., State Fin. & Proc. § 3.5-801
   (https://fcps-md.info/MD_State_Fin_Code_3-5-801)

F. Policy History (Maintained by Legal Services)

Responsible Office	Department of Curriculum and Instruction; Department of Information and Technology
Adoption Dates	10/07/26
Review Dates	
Revision Dates	

A. Policy Purpose

To establish a framework and expectations for the safe, responsible, and educational use of artificial intelligence (AI) within Frederick County Public Schools (FCPS).

B. Definitions

1. "Academic Integrity" is defined to mean a commitment to honesty, transparency, and responsibility in all academic work, which includes submitting original work and accurately crediting the sources of any external content used.

2. "Artificial Intelligence" (AI) is defined to mean computational systems that perform tasks associated with human intelligence, including pattern recognition, content generation, prediction, and adaptive output.

3. [[“Artificial Intelligence Bias” or “AI Bias” is defined to mean systematic, unwanted unfairness or misinformation in how a computer detects patterns, automates decisions, or provides content.]

4. "Artificial Intelligence Literacy" or "AI Literacy" is defined to mean the knowledge and skills needed to understand, evaluate, and use AI responsibly, including awareness of limitations, [AI] bias, and appropriate use.

5. [~~“Bias” is defined to mean systematic, unwanted unfairness or misinformation in how a computer detects patterns, automates decisions, or provides content.~~]

6. "Data Security" is defined to mean administrative, physical, and technical safeguards designed to protect information confidentiality, integrity, and availability throughout its lifecycle, from creation or collection through destruction.

C. Policy Statement

1. The Board of Education of Frederick County (Board) recognizes that AI is becoming increasingly embedded in today's world and is committed to preparing students for future success in a rapidly changing economy and technological landscape.

2. [~~The Board recognizes that AI can personalize learning, support educators, strengthen operations, and help students develop essential skills needed for college and career success.~~][The Board recognizes that AI use may prevent students from developing essential critical thinking, problem solving, and communication skills for college and career

success.] Used without adequate safeguards, it can introduce risks related to privacy, [AI] bias, equity, academic integrity, and over-reliance on automated systems.

3. The Board expects that AI be used [~~only~~] [as an occasional tool] in ways that [~~enhance, and~~] never replace[s][~~, the professional judgment of educators~~] [professional educators or their judgment]. [~~Human relationships~~][The student-educator relationship], professional expertise, and student [physical, emotional, and mental] health and well[-]being remain central to the work of FCPS.

Alternate Para. C(3) Option:

[The use of AI should not displace or impair the connection between students and educators, as a connection is essential to fostering academic success, critical thinking, interpersonal and social skills, emotional well-being, creativity, and the ability to fully participate in society. AI-enhanced tools that undermine any of these critical aspects of teaching and learning should not be used.]

4. Any AI use in FCPS must serve clear educational or operational purposes, protect the rights and safety of students and staff, maintain rigorous data security and privacy standards, advance academic integrity, and comply with all applicable federal and Maryland law.

5. [Staff, students, and Board members may not engage in AI use that substantially disrupts or is likely to cause a significant disruption to school operations. The use of AI to harass or bully another individual, whether on-campus or off-campus, is considered a significant disruption to school operations. The Board expects instances of AI harassment or bullying to be subject to appropriate disciplinary measures.]

D. Implementation

New Paragraph 1 – Option 1: Prohibit Use PreK-8

1. [**AI Use**
   a. The Board prohibits the use of AI by students in Grades PreK-8 , except as may be necessary to provide AI literacy instruction or as may be approved by the Superintendent or their designee. AI may be used at the high school level consistent with regulations and guidelines established by the Superintendent.
   b. Staff may use AI consistent with regulations and guidelines established by the Superintendent, but shall not use AI to replace direct instruction or to evaluate student work.]

New Paragraph 1 – Option 2: Prohibit Use K-5

a. [The Board prohibits the use of AI by students in Grades PreK-5, except as may be necessary to provide AI literacy instruction or as may be approved by the Superintendent or their designee. AI may be used at the middle and high school levels consistent with regulation and guidelines established by the Superintendent.

b. Staff may use AI consistent with regulations and guidelines established by the Superintendent, but shall not use AI to replace direct instruction or to evaluate student work.

New Paragraph 1 – Option 3: Prohibit Use All Grades

a. [The Board prohibits the use of AI by students at all grade levels, except as may be necessary to provide AI literacy instruction or as may be approved by the Superintendent or their designee.
b. Staff may use AI consistent with regulations and guidelines established by the Superintendent, but shall not use AI to replace direct instruction or to evaluate student work.]

2. The Superintendent is directed to:
   a. Adopt regulations to implement this Policy and related guidelines for FCPS staff and students.
   b. Ensure that such regulations and guidelines address, but are not limited to:
      i. Student-centered use;
      ii. [Prohibited use;]
      iii. Human oversight;
      iv. Equity and access;
      v. Data security;
      vi. Academic integrity and assessment;
      vii. Professional learning for staff;
      viii. AI literacy for students;
      ix. Appropriate operational use; and
      x. Procurement guidelines.

3. The Superintendent is further directed to form an advisory group of teachers, administrators, students, and community members to advise and monitor implementation and recommend adjustments as needed.

E. Related Information

1. **Board Policy**
   a. [Policy 115, *Responsible Use of Social Media* (https://apps.fcps.org/legal/documents/115)
   b. Policy 118, *Personal Mobile Devices* (https://apps.fcps.org/legal/documents/118)]
   c. Policy 208, *Data Security* (https://apps.fcps.org/legal/documents/208)
   d. Policy 210, *Technology Acquisition* (formerly 434) (https://apps.fcps.org/legal/documents/210)
   e. [Policy 403, *Student Discipline* (https://apps.fcps.org/legal/documents/403)]
   f. Policy 404, *Student Rights and Responsibilities*

(https://apps.fcps.org/legal/documents/404)

g. [Policy 437, *Bullying-Harassment-Intimidation* (https://apps.fcps.org/legal/documents/437)]
h. Policy 444, *Educational Equity and Excellence* (https://apps.fcps.org/legal/documents/444)
i. Policy 500, *Approval of Curriculum and Instructional Resources* (https://apps.fcps.org/legal/documents/500)

2. **External Resources**
   a. Maryland State Department of Education (MSDE) (June 2026), *Artificial Intelligence in K-12 Public Schools: Maryland's Framework for Responsible AI in Education* (https://fcps-md.info/MSDE_AI_Guide)
   b. MSDE Artificial Intelligence Webpage (https://fcps-md.info/MSDE_AI)

3. **FCPS Regulations**
   a. [Regulation 100-08, *Responsible Use of Social Media* (https://apps.fcps.org/legal/documents/100-08)
   b. Regulation 118-01, *Personal Mobile Devices* (https://apps.fcps.org/legal/documents/118-01)]
   c. Regulation 208-02, *Data Privacy, Students* (formerly 400-96) (https://apps.fcps.org/legal/documents/208-02)
   d. [Regulation 301-03, *Technology Use, Staff* (https://apps.fcps.org/legal/documents/301-03)
   e. Regulation 400-48, *Bullying, Harassment, Intimidation Complaint Process for Students* (https://apps.fcps.org/legal/documents/400-48)
   f. Regulation 403-01, *Student Discipline* (https://apps.fcps.org/legal/documents/403-01)]
   g. Regulation 434-01, *Technology Use, Students* (https://apps.fcps.org/legal/documents/434-01)
   h. Regulation 500-08, *Selection and Approval of Digital Tools for the Instructional Program* (https://apps.fcps.org/legal/documents/500-08)

4. **FCPS Resources**
   a. FCPS / Academics / Digital Learning Experience (https://www.fcps.org/academics/digital_learning_experience)
   b. FCPS / Academics / Digital Learning Experience / Artificial Intelligence (AI) (https://www.fcps.org/academics/digital_learning_experience/artificial_intelligence_ai)
   c. FCPS / Academics / Digital Learning Experience / Digital Citizenship (https://www.fcps.org/academics/digital_learning_experience/digital_citizenship)
   d. [FCPS / Families & Students / Student Code of Conduct (https://www.fcps.org/families_students/student_code_of_conduct)
   e. FCPS / Staff / Employee Code of Conduct (https://www.fcps.org/staff/employee_code_of_conduct)]

5. **Federal Law**

a. Children's Online Privacy Protection Act (COPPA), 15 USC § 6501, *et seq.*
(https://fcps-md.info/COPPA_15_USC_6501)
b. Family Educational Rights and Privacy Act (FERPA)
(https://fcps-md.info/FERPA_20_USC_1232g)
c. Protection of Pupil Rights Amendment (PPRA)
(https://fcps-md.info/PPRA_20_USC_1232h)

6. **Maryland Law**
   a. Maryland Law Cybersecurity Act of 2022

7. **Maryland Statutes**
   a. Md. Code Ann., Educ. § 7-2201 [~~link will become active after statute is made available on Maryland General Assembly's website~~]
   (https://fcps-md.info/MD_[Educ_Code_]7-2201)
   b. Md. Code Ann., Educ. § 7-2202 [~~link will become active after statute is made available on Maryland General Assembly's website~~]
   (https://fcps-md.info/MD_[Educ_Code_]7-2202)
   c. Md. Code Ann., Educ. § 7-2203 [~~link will become active after statute is made available on Maryland General Assembly's website~~]
   (https://fcps-md.info/MD_[Educ_Code_]7-2203)
   d. Md. Code Ann., Educ. § 7-2204 [~~link will become active after statute is made available on Maryland General Assembly's website~~]
   (https://fcps-md.info/MD_Educ_Code_7-2204)
   e. Md. Code Ann., State Fin. & Proc. § 3.5-801
   (https://fcps-md.info/MD_State_Fin_Code_3-5-801)

F. Policy History (Maintained by Legal Services)

Responsible Office	Department of Curriculum and Instruction; Department of Information and Technology
Adoption Dates	[~~XX/XX/XX~~] [09/23/26]
Review Dates	
Revision Dates	

A. Policy Purpose

To establish a framework and expectations for the safe, responsible, and educational use of artificial intelligence (AI) within Frederick County Public Schools (FCPS).

B. Definitions

1. "Academic Integrity" is defined to mean a commitment to honesty, transparency, and responsibility in all academic work, which includes submitting original work and accurately crediting the sources of any external content used.

2. "Artificial Intelligence" (AI) is defined to mean computational systems that perform tasks associated with human intelligence, including pattern recognition, content generation, prediction, and adaptive output.

3. "Artificial Intelligence Bias" or "AI Bias" is defined to mean systematic, unwanted unfairness or misinformation in how a computer detects patterns, automates decisions, or provides content.

4. "Artificial Intelligence Literacy" or "AI Literacy" is defined to mean the knowledge and skills needed to understand, evaluate, and use AI responsibly, including awareness of limitations, AI bias, and appropriate use.

5. "Data Security" is defined to mean administrative, physical, and technical safeguards designed to protect information confidentiality, integrity, and availability throughout its lifecycle, from creation or collection through destruction.

C. Policy Statement

1. The Board of Education of Frederick County (Board) recognizes that AI is becoming increasingly embedded in today's world and is committed to preparing students for future success in a rapidly changing economy and technological landscape.

2. The Board recognizes that AI use may prevent students from developing essential critical thinking, problem solving, and communication skills for college and career success. Used without adequate safeguards, it can introduce risks related to privacy, AI bias, equity, academic integrity, and over-reliance on automated systems.

3. [The use of AI should not displace or impair the connection between students and educators, as a connection is essential to fostering academic success, critical thinking, interpersonal and social skills, emotional well-being, creativity, and the ability to fully

participate in society. AI-enhanced tools that undermine any of these critical aspects of teaching and learning should not be used.]

4. Any AI use in FCPS must serve [~~clear~~][direct] educational[, curricular, program,] or operational [~~purposes,~~] protect the rights and safety of students and staff[~~,~~][;] maintain rigorous data security and privacy standards[~~,~~][;] advance academic integrity[~~,~~][;] and comply with all applicable federal and Maryland law.

5. Staff, students, and Board members may not engage in AI use that substantially disrupts or is likely to cause a significant disruption to school operations. The use of AI to harass or bully another individual, whether on-campus or off-campus, is considered a significant disruption to school operations. The Board expects instances of AI harassment or bullying to be subject to appropriate disciplinary measures.

D. Implementation

New Paragraph 1 – Option 1: Prohibit Use PreK-5

1. **AI Use**
   a. The Board prohibits the use of AI by students in Grades PreK-5, except as may be necessary to provide AI literacy instruction or as may be approved by the Superintendent or their designee.
   b. AI may be used at the middle and high school levels consistent with regulation and guidelines established by the Superintendent. [The Board restricts AI use to FCPS-approved AI tools that can only be accessed within the secure FCPS network and monitored by FCPS.]
   c. Staff may use AI consistent with regulations and guidelines established by the Superintendent, [including for operational needs,] but shall not use AI to replace direct instruction or to evaluate student work.
   d. [Use of AI must be permitted where included in a student's Individualized Education Plan (IEP), Section 504 Plan, or whether otherwise required by law, regardless of grad level.]

New Paragraph 1 – Option 2: Prohibit Use PreK-8

   a. The Board prohibits the use of AI by students in Grades PreK-8, except as may be necessary to provide AI literacy instruction[, where AI use is required for a course or extracurricular program,] or as may be approved by the Superintendent or their designee.
   b. AI may be used at the high school level consistent with regulations and guidelines established by the Superintendent. [The Board restricts AI use to FCPS-approved AI tools that can only be accessed within the secure FCPS network and monitored by FCPS.]
   c. Staff may use AI consistent with regulations and guidelines established by the Superintendent, [including for operational needs,] but shall not use AI to replace direct instruction or to evaluate student work.

d. [Use of AI must be permitted where included in a student's Individualized Education Plan (IEP), Section 504 Plan, or whether otherwise required by law, regardless of grad level.]

2. The Superintendent is directed to:
   a. Adopt regulations to implement this Policy and related guidelines for FCPS staff and students.
   b. Ensure that such regulations and guidelines address, but are not limited to:
      i. Student-centered use;
      ii. Prohibited use;
      iii. Human oversight;
      iv. Equity and access;
      v. Data security;
      vi. Academic integrity and assessment;
      vii. Professional learning for staff;
      viii. AI literacy for students;
      ix. Appropriate operational [and system] use; and
      x. Procurement guidelines.

3. The Superintendent is further directed to form an advisory group of teachers, administrators, students, and community members to advise and monitor implementation and recommend adjustments as needed.

E. Related Information

1. **Board Policy**
   a. Policy 115, *Responsible Use of Social Media* (https://apps.fcps.org/legal/documents/115)
   b. Policy 118, *Personal Mobile Devices* (https://apps.fcps.org/legal/documents/118)
   c. Policy 208, *Data Security* (https://apps.fcps.org/legal/documents/208)
   d. Policy 210, *Technology Acquisition* (formerly 434) (https://apps.fcps.org/legal/documents/210)
   e. Policy 403, *Student Discipline* (https://apps.fcps.org/legal/documents/403)
   f. Policy 404, *Student Rights and Responsibilities* (https://apps.fcps.org/legal/documents/404)
   g. Policy 437, *Bullying-Harassment-Intimidation* (https://apps.fcps.org/legal/documents/437)
   h. Policy 444, *Educational Equity and Excellence* (https://apps.fcps.org/legal/documents/444)
   i. Policy 500, *Approval of Curriculum and Instructional Resources* (https://apps.fcps.org/legal/documents/500)
   j. [Policy 508, *Supporting Students with Disabilities* (https://apps.fcps.org/legal/documents/508)]

2. **External Resources**
   a. Maryland State Department of Education (MSDE) (June 2026), *Artificial Intelligence in K-12 Public Schools: Maryland's Framework for Responsible AI in Education* (https://fcps-md.info/MSDE_AI_Guide)
   b. MSDE Artificial Intelligence Webpage (https://fcps-md.info/MSDE_AI)

3. **FCPS Regulations**
   a. Regulation 100-08, *Responsible Use of Social Media* (https://apps.fcps.org/legal/documents/100-08)
   b. Regulation 118-01, *Personal Mobile Devices* (https://apps.fcps.org/legal/documents/118-01)
   c. Regulation 208-02, *Data Privacy, Students* (formerly 400-96) (https://apps.fcps.org/legal/documents/208-02)
   d. Regulation 301-03, *Technology Use, Staff* (https://apps.fcps.org/legal/documents/301-03)
   e. Regulation 400-48, *Bullying, Harassment, Intimidation Complaint Process for Students* (https://apps.fcps.org/legal/documents/400-48)
   f. Regulation 403-01, *Student Discipline* (https://apps.fcps.org/legal/documents/403-01)
   g. Regulation 434-01, *Technology Use, Students* (https://apps.fcps.org/legal/documents/434-01)
   h. Regulation 500-08, *Selection and Approval of Digital Tools for the Instructional Program* (https://apps.fcps.org/legal/documents/500-08)

4. **FCPS Resources**
   a. FCPS / Academics / Digital Learning Experience (https://www.fcps.org/academics/digital_learning_experience)
   b. FCPS / Academics / Digital Learning Experience / Artificial Intelligence (AI) (https://www.fcps.org/academics/digital_learning_experience/artificial_intelligence_ai)
   c. FCPS / Academics / Digital Learning Experience / Digital Citizenship (https://www.fcps.org/academics/digital_learning_experience/digital_citizenship)
   d. FCPS / Families & Students / Student Code of Conduct (https://www.fcps.org/families_students/student_code_of_conduct)
   e. FCPS / Staff / Employee Code of Conduct (https://www.fcps.org/staff/employee_code_of_conduct)

5. **Federal Law**
   a. Children's Online Privacy Protection Act (COPPA), 15 USC § 6501, *et seq.* (https://fcps-md.info/COPPA_15_USC_6501)
   b. Family Educational Rights and Privacy Act (FERPA) (https://fcps-md.info/FERPA_20_USC_1232g)
   c. [Individuals with Disabilities Education Act (IDEA) (https://fcps-md.info/IDEA_20_USC_1400)]
   d. Protection of Pupil Rights Amendment (PPRA) (https://fcps-md.info/PPRA_20_USC_1232h)

e. [Section 504 of the Rehabilitation Act of 1973 (Section 504) (https://fcps-md.info/PPRA_20_USC_1232h)]

6. **Maryland Law**
   a. Maryland Law Cybersecurity Act of 2022

7. **Maryland Statutes**
   a. Md. Code Ann., Educ. § 7-2201 (https://fcps-md.info/MD_Educ_Code_7-2201)
   b. Md. Code Ann., Educ. § 7-2202 (https://fcps-md.info/MD_Educ_Code_7-2202)
   c. Md. Code Ann., Educ. § 7-2203 (https://fcps-md.info/MD_Educ_Code_7-2203)
   d. Md. Code Ann., Educ. § 7-2204 (https://fcps-md.info/MD_Educ_Code_7-2204)
   e. Md. Code Ann., State Fin. & Proc. § 3.5-801 (https://fcps-md.info/MD_State_Fin_Code_3-5-801)

F. Policy History (Maintained by Legal Services)

Responsible Office	Department of Curriculum and Instruction; Department of Information and Technology
Adoption Dates	[~~09/23/26~~][10/07/26]
Review Dates	
Revision Dates	

Frederick County Public Schools
Board of Education
POLICY ANALYSIS FORM

Policy Title: Artifical Intelligence
Policy No. 124

Policy Committee Recommendation (Select 1):
☒ Adoption of a New Policy (Skip Section I, Complete Section II)
☐ Technical Amendment to an Existing Policy (Complete Section I, Skip Section II)
☐ Substantive (Non-Technical) Amendment to an Existing Policy (Skip Section I, Complete Section II)
☐ Decommission of an Existing Policy (Complete Section I, Skip Section II)
☐ No change to the Policy (No further action is required)

Section I – Technical Amendments, Decommission

1. Select the nature of the amendment:
   ☐ Technical amendment to comply with federal, state, or local law
   ☐ Technical amendment to bring the policy into alignment with a more recently enacted Board policy
   ☐ Technical amendment to apply the new template to an existing policy without substantive changes
   ☐ Technical amendment to update directory information (FCPS office names, phone numbers, etc.)
   ☐ Decommission

2. Describe the amendment being proposed:

   Click or tap here to enter text.

3. Will the technical amendment to the policy or decommissioning of the policy affect FCPS charter schools? ☐ Yes ☐ No
   If "Yes", describe how.

   Click or tap here to enter text.

Section II – New Policy, Substantive (Non-Technical) Amendments

1. What issue or question is being addressed?

   The proposed policy addresses the need for a consistent, systemwide framework for AI literacy and the responsible, ethical, and effective use of artificial intelligence in FCPS in alignment with MSDE guidance and applicable legal and educational requirements.

2. Is there a fiscal impact? ☐ Yes ☒ No
   If "Yes", describe or attach a cost analysis and/or fiscal impact statement.

   N/A

3. Does this policy relate to other Board policies or to FCPS regulations? ☒ Yes ☐ No

If "Yes", identify the related policies and/or regulations.

Policy 208, Data Security
Policy 210, Technology Acquisition (formerly 434)
Policy 404, Student Rights and Responsibilities
Policy 444, Educational Equity and Excellence
Policy 500, Approval of Curriculum and Instructional Resources
Regulation 208-02, Data Privacy, Students (formerly 400-96)
Regulation 434-01, Technology Use, Students
Regulation 500-08, Selection and Approval of Digital Tools for the Instructional Program

4. Are there any legal requirements (federal, state, or local law or regulation or judicial decision) that mandates the policy or standards within the policy? ☐ Yes ☐ No
If "Yes", provide the citation to the legal requirement and a brief description of the requirement.

Children's Online Privacy Protection Act (COPPA), 15 USC § 6501, et seq.
Family Educational Rights and Privacy Act (FERPA)
Protection of Pupil Rights Amendment (PPRA)
Maryland Law Cybersecurity Act of 2022
Md. Code Ann., Educ. § 7-2201
Md. Code Ann., Educ. § 7-2202
Md. Code Ann., Educ. § 7-2203
Md. Code Ann., Educ. § 7-2204
Md. Code Ann., State Fin. & Proc. § 3.5-801

5. Check the box next to each Maryland LEA whose policies were reviewed in preparing this policy. If you did not review other LEA policies, check the "None" box.

☐ Allegany	☐ Anne Arundel	☐ Baltimore City	☐ Baltimore County
☐ Calvert	☐ Caroline	☐ Carroll	☐ Cecil
☐ Charles	☐ Dorchester	☐ Garrett	☐ Harford
☐ Howard	☐ Kent	☐ Montgomery	☒ Prince George's
☐ Queen Anne's	☐ Somerset	☐ St. Mary's	☐ Talbot
☐ Washington	☐ Wicomico	☐ Worcester	☐ None

6. Is a draft attached? ☒ Yes ☐ No
If "No," explain why not.

N/A

7. What alternatives to the new policy or policy change were considered by staff?

None.

8. Will the policy or policy change affect FCPS charter schools? ☒ Yes ☐ No
If "Yes", describe how.

The policy will affect all FCPS schools equally, including the charter school.

9. Will the Superintendent be required to report on the implementation of the policy? ☐ Yes ☒ No
   If "Yes", describe how.

   N/A

10. What is the timeline for the adoption of the policy?

    Immediately upon adoption by the Board.

Section III – Recommendation Approval

Recommendation by: Steven N. Blivess **08/26/26**
Superintendent's Designee

Approved by the Policy Committee on: 8/26/2026

A. Policy Purpose

To establish a framework and expectations for the safe, responsible, and educational use of artificial intelligence (AI) within Frederick County Public Schools (FCPS).

B. Definitions

1. "Academic Integrity" is defined to mean a commitment to honesty, transparency, and responsibility in all academic work, which includes submitting original work and accurately crediting the sources of any external content used.

2. "Artificial Intelligence" (AI) is defined to mean computational systems that perform tasks associated with human intelligence, including pattern recognition, content generation, prediction, and adaptive output.

3. "Artificial Intelligence Literacy" or "AI Literacy" is defined to mean the knowledge and skills needed to understand, evaluate, and use AI responsibly, including awareness of limitations, bias, and appropriate use.

4. "Bias" is defined to mean systematic, unwanted unfairness or misinformation in how a computer detects patterns, automates decisions, or provides content.

5. "Data Security" is defined to mean administrative, physical, and technical safeguards designed to protect information confidentiality, integrity, and availability throughout its lifecycle, from creation or collection through destruction.

C. Policy Statement

1. The Board of Education of Frederick County (Board) recognizes that AI is becoming increasingly embedded in today's world and is committed to preparing students for future success in a rapidly changing economy and technological landscape.

2. The Board recognizes that AI can personalize learning, support educators, strengthen operations, and help students develop essential skills needed for college and career success. Used without adequate safeguards, it can introduce risks related to privacy, bias, equity, academic integrity, and over-reliance on automated systems.

3. The Board expects that AI be used only in ways that enhance, and never replace, the professional judgment of educators. Human relationships, professional expertise, and student health and wellbeing remain central to the work of FCPS.

4. Any AI use in FCPS must serve clear educational or operational purposes, protect the rights and safety of students and staff, maintain rigorous data security and privacy standards, advance academic integrity, and comply with all applicable federal and Maryland law.

D. Implementation

1. The Superintendent is directed to:
   a. Adopt regulations to implement this Policy and related guidelines for FCPS staff and students.
   b. Ensure that such regulations and guidelines address, but are not limited to:
      i. Student-centered use;
      ii. Human oversight;
      iii. Equity and access;
      iv. Data security;
      v. Academic integrity and assessment;
      vi. Professional learning for staff;
      vii. AI literacy for students;
      viii. Appropriate operational use; and
      ix. Procurement guidelines.

2. The Superintendent is further directed to form an advisory group of teachers, administrators, students, and community members to advise and monitor implementation and recommend adjustments as needed.

E. Related Information

1. **Board Policy**
   a. Policy 208, *Data Security*
   (https://apps.fcps.org/legal/documents/208)
   b. Policy 210, *Technology Acquisition* (formerly 434)
   (https://apps.fcps.org/legal/documents/210)
   c. Policy 404, *Student Rights and Responsibilities*
   (https://apps.fcps.org/legal/documents/404)
   d. Policy 444, *Educational Equity and Excellence*
   (https://apps.fcps.org/legal/documents/444)
   e. Policy 500, *Approval of Curriculum and Instructional Resources*
   (https://apps.fcps.org/legal/documents/500)

2. **External Resources**
   a. Maryland State Department of Education (MSDE) (June 2026), *Artificial Intelligence in K-12 Public Schools: Maryland's Framework for Responsible AI in Education*
   (https://fcps-md.info/MSDE_AI_Guide)
   b. MSDE Artificial Intelligence Webpage
   (https://fcps-md.info/MSDE_AI)

3. **FCPS Regulations**

a. Regulation 208-02, *Data Privacy, Students* (formerly 400-96)
(https://apps.fcps.org/legal/documents/208-02)
b. Regulation 434-01, *Technology Use, Students*
(https://apps.fcps.org/legal/documents/434-01)
c. Regulation 500-08, *Selection and Approval of Digital Tools for the Instructional Program*
(https://apps.fcps.org/legal/documents/500-08)

4. **FCPS Resources**
   a. FCPS / Academics / Digital Learning Experience
   (https://www.fcps.org/academics/digital_learning_experience)
   b. FCPS / Academics / Digital Learning Experience / Artificial Intelligence (AI)
   (https://www.fcps.org/academics/digital_learning_experience/artificial_intelligence_ai)
   c. FCPS / Academics / Digital Learning Experience / Digital Citizenship
   (https://www.fcps.org/academics/digital_learning_experience/digital_citizenship)

5. **Federal Law**
   a. Children's Online Privacy Protection Act (COPPA), 15 USC § 6501, *et seq.*
   (https://fcps-md.info/COPPA_15_USC_6501)
   b. Family Educational Rights and Privacy Act (FERPA)
   (https://fcps-md.info/FERPA_20_USC_1232g)
   c. Protection of Pupil Rights Amendment (PPRA)
   (https://fcps-md.info/PPRA_20_USC_1232h)

6. **Maryland Law**
   a. Maryland Law Cybersecurity Act of 2022

7. **Maryland Statutes**
   a. Md. Code Ann., Educ. § 7-2201 [link will become active after statute is made available on Maryland General Assembly's website]
   (https://fcps-md.info/MD_7-2201)
   b. Md. Code Ann., Educ. § 7-2202 [link will become active after statute is made available on Maryland General Assembly's website]
   (https://fcps-md.info/MD_7-2202)
   c. Md. Code Ann., Educ. § 7-2203 [link will become active after statute is made available on Maryland General Assembly's website]
   (https://fcps-md.info/MD_7-2203)
   d. Md. Code Ann., Educ. § 7-2204 [link will become active after statute is made available on Maryland General Assembly's website]
   (https://fcps-md.info/MD_Educ_Code_7-2204)
   e. Md. Code Ann., State Fin. & Proc. § 3.5-801
   (https://fcps-md.info/MD_State_Fin_Code_3-5-801)

F. Policy History (Maintained by Legal Services)

Responsible Office	Department of Curriculum and Instruction; Department of Information and Technology

Adoption Dates	XX/XX/XX
Review Dates	
Revision Dates	

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.07 Office of the Ombuds Annual Report
Type	Information, Discussion

ATTACHMENT(S):
25-26 Ombuds Annual Report.pdf

Frederick County Public Schools

Ombuds Annual Report 2025-2026 School Year

October 7, 2026

PRESENTED BY: Sabrina Nail, Board Liaison & Ombuds

FCPS
Frederick County Public Schools
INSPIRE ★ MOTIVATE ★ INNOVATE

Presentation Outcomes

1. **Understand** where Ombuds support happens at the intersection of relationships, processes, and perspectives.
2. **Explore** what visitors brought to the Ombuds and how Ombuds support helped them navigate options and next steps.
3. **Consider** what these individual experiences offer as one point for listening and learning.

"When we feel we matter…we feel significant to group members - seen, heard, valued, and needed." *Zach Mercurio, The Power of Mattering, P. 22*

FCPS

Where Ombuds Support Happens

RELATIONSHIPS

Communication
Perspectives
Understanding

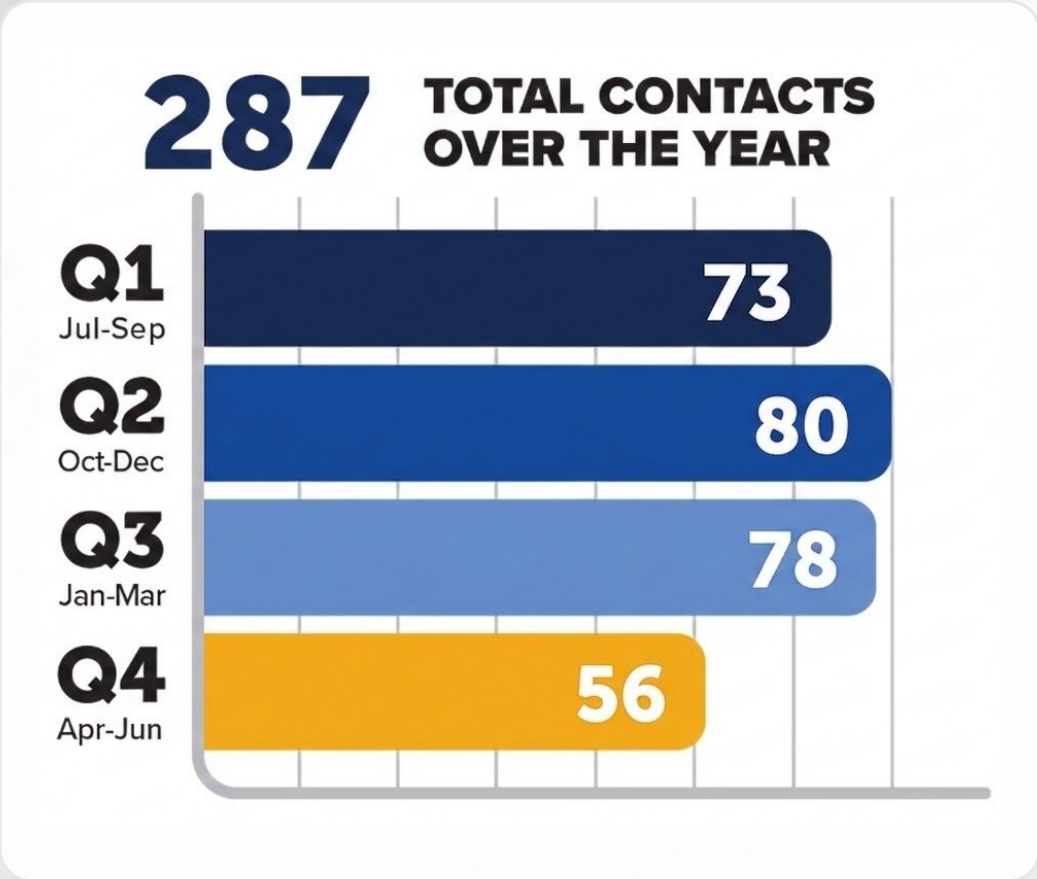
Listen
Clarify
Explore

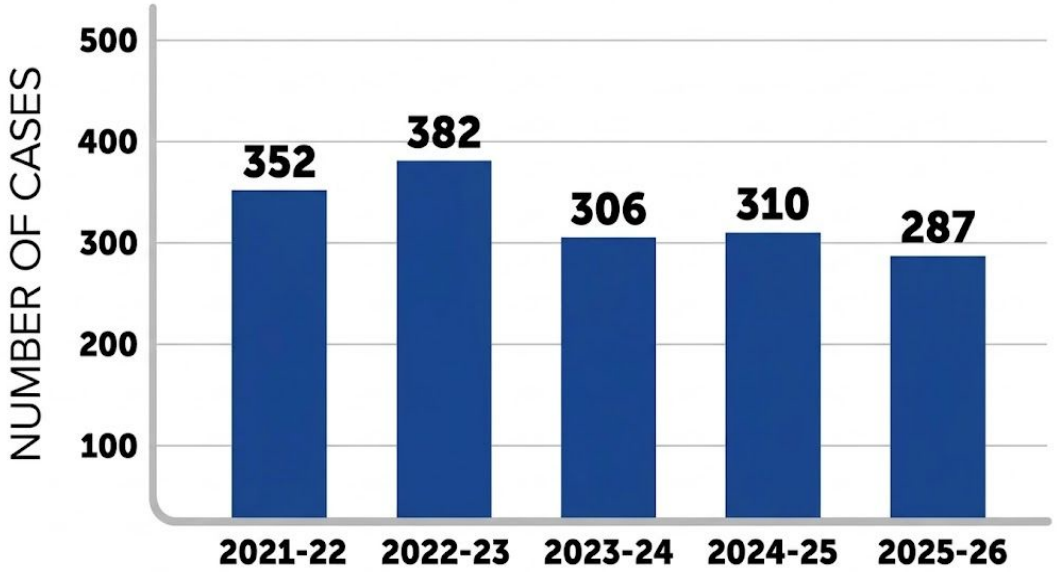
PROCESSES

Policies
Roles
Resources
Pathways

The visitor determines next steps.

Total Visitor Contacts

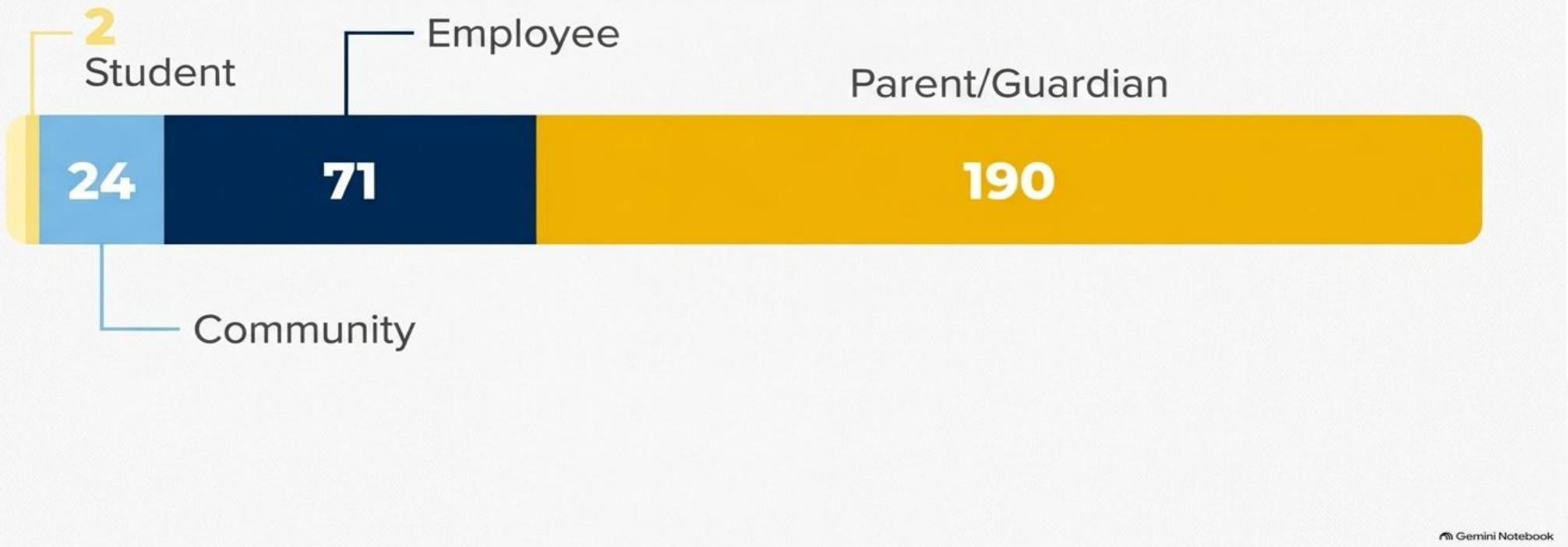




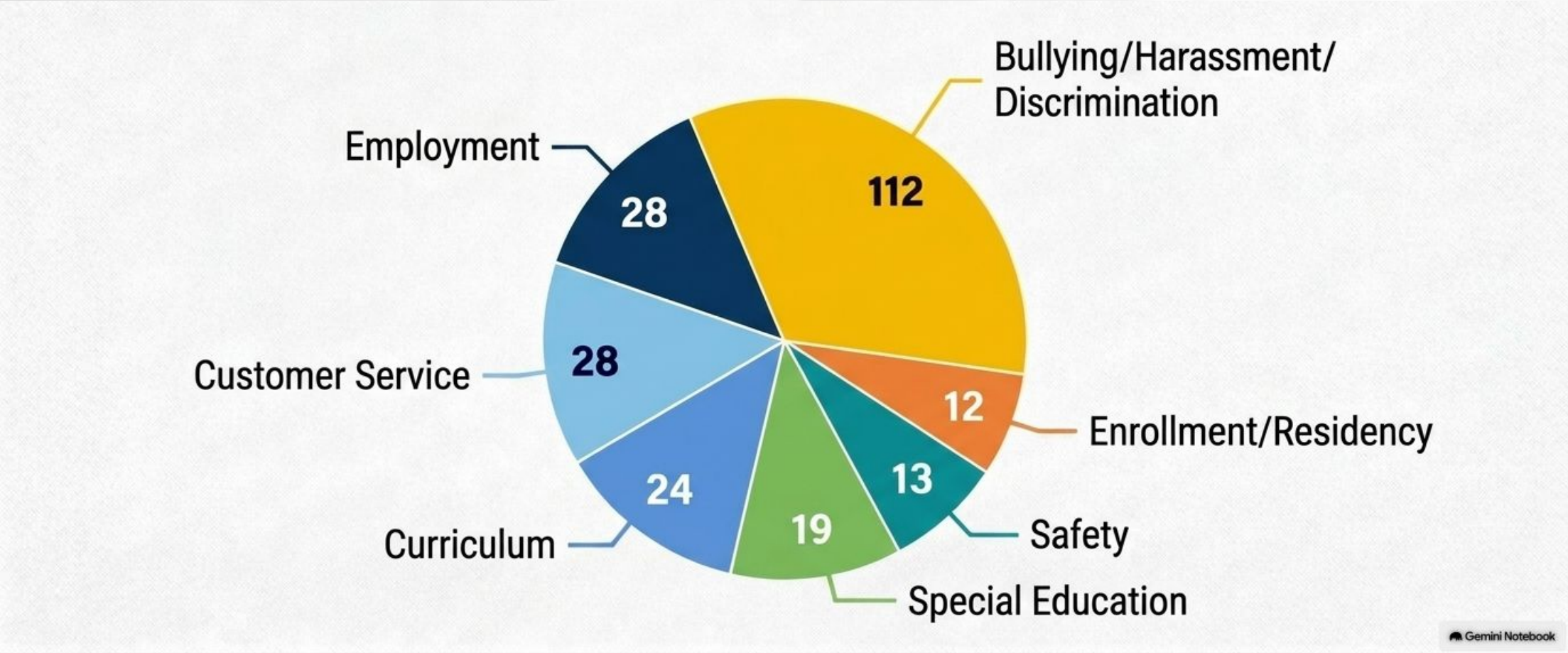
Historical Trend

Contacts have stabilized over the past three years, ranging between 287 and 310.

Who Contacted the Ombuds?

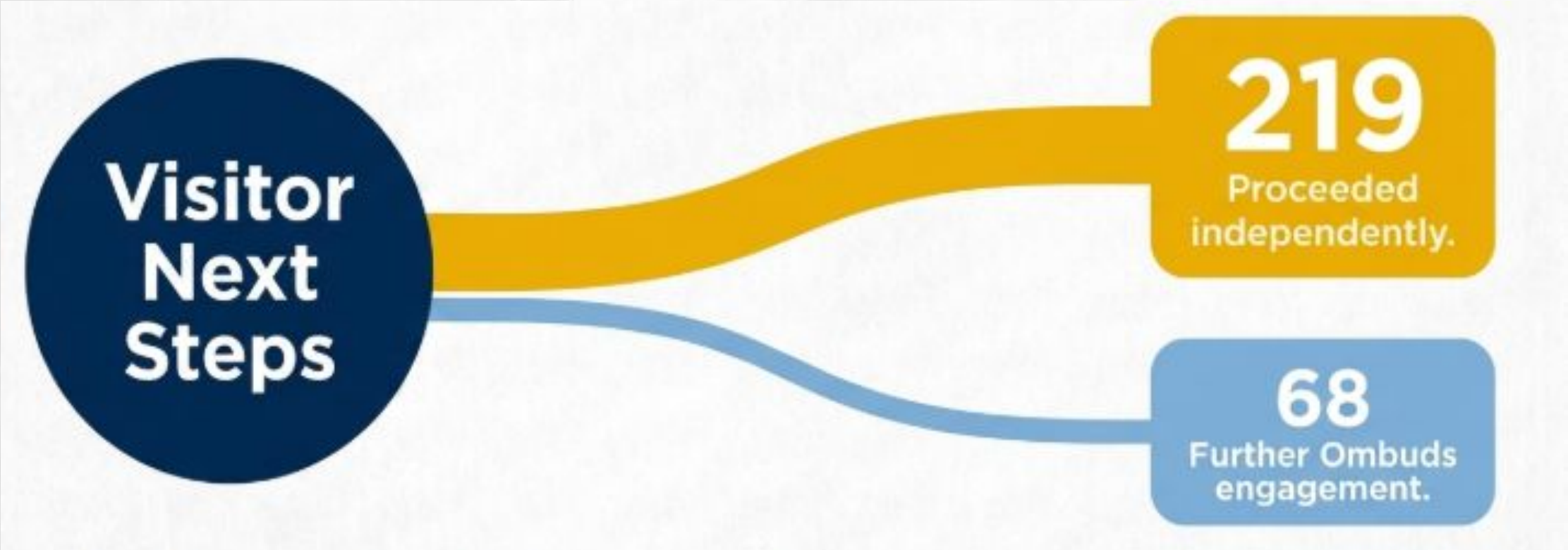


Self Reported Concerns



Visitor reported concerns • Not Ombuds findings

What Visitors Chose Next



Ombuds services provided.

Listening & Learning

Board Liaison & Ombuds

Two distinct functions. Clear boundaries

BOARD LIAISON

- Committee coordination
- Constituent engagement
- Community, FCPS leadership & Board operations connection

OMBUDS

- Confidential, Neutral, Informal
- Navigation
- Collaboration
- Productive problem-solving

Connection, Clarity, Access

Options In Action

Ombuds Day * October 8

FCPS Office of the Ombuds

Board Liaison & Ombuds

Questions and Discussion

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.08 2027 Legislative Principles
Type	Information, Discussion, Action
Suggested Action	Board approval of the 2027 Legislative Principles.

Content
PROCESS STATEMENT:
The 2027 Legislative Principles are placed on the agenda for Board information, discussion and action.

Once approved by the Board, the 2027 Legislative Principles will be presented to the Frederick County Delegation.

ATTACHMENT(S):
Draft_2027_LegislativePrinciples_Updated DR.pdf

2027 LEGISLATIVE SESSION
of the Maryland General Assembly

Board of Education of Frederick County

Legislative Principles and Priorities for Advocacy

191 South East Street
Frederick, MD 21701
227-203-3277
www.fcps.org

THE ROLE OF LOCAL BOARDS OF EDUCATION

Local boards of education are uniquely positioned to govern and make the decisions that directly impact our students, schools and communities. While guidance and regulations may come from afar, local boards provide critical steady and stable leadership to their districts in a way that takes into consideration local capacity, resources, needs and concerns.

- Local school boards, through their public meetings, attendance at events, and daily discourse and engagement with the community at large, provide citizens the venue for regular, meaningful public dialogue around specific educational goals and expectations for their community's students.

- Local boards of education function within the context of their communities' values and goals. They are best situated to evaluate their schools' strengths, weaknesses, and needs. They are best positioned to identify where, on the path of progress, their district lies, and to determine how best to move forward to meet the broader vision set forth at the state and federal level.

- School boards are also the best positioned to effectively communicate and reflect community concerns, feedback and suggestions on goals, laws and regulations set at the state and federal level. Acting as the local voice and advocate on education issues is an important piece of the local governance that school boards provide.

For these reasons, the Board of Education of Frederick County appreciates and values when legislators consider the role of school boards when deliberating on or enacting any legislation, policy, or reform related to education.

Board of Education

Dean Rose, President

Rae Gallagher, Vice President

Colt Black

Jaime Brennan

Janie Monier

Chad King Wilson, Sr.

Karen Yoho

Thora Mintz, Student Member

Superintendent

Dr. Cheryl Dyson

2027 LEGISLATIVE PRINCIPLES AND POSITIONS
FREDERICK COUNTY BOARD OF EDUCATION

The Frederick County Board of Education governs a growing and dynamic school system of nearly 48,000 students, more than 7,500 employees, and 70 schools and programs. The Board is committed to the success, safety and well-being of our students and staff and to our role as a critical contributor to our County's growth and vitality.

Our **top legislative priorities** are aligned to our Board's aspirational goals and commitment to:

- **Equip each and every student to be an empowered learner and an engaged citizen** to achieve a positive impact in the local and global community.
- **Hire, support and retain staff who champion** individual, professional and student excellence.
- **Pursue and utilize all resources strategically and responsibly** to achieve identified outcomes and inspire public confidence.
- **Nurture relationships with families and the community** sharing responsibility for and pride in student success and our school system.
- **Promote a culture of wellness and civility** for students and staff.

We will advocate for…

- Preserving local Board governance and authority over education matters.
- Equitable and sufficient funding for all public schools, with a particular focus on addressing disparities between districts and supporting schools in low-income areas, as well as those in rapidly growing communities. This effort must specifically address the lagging funding formula for districts experiencing significant enrollment growth. A comprehensive revision of the funding formula, along with adjustments to the Maintenance of Effort (MOE) calculations, is essential to achieve this goal.
- Furthermore, we advocate for a more flexible approach to student enrollment measures, moving beyond the traditional September 30th count to more accurately account for the enrollment needs for the next school year. Implementing revisions to the funding formula or introducing a growth factor will ensure that districts receive the necessary resources to effectively support all students.
- Allocating a robust level of school construction funding, distributed through a fair and equitable process.
- Collaborating to effectively support the well-being, safety and security of students, staff, and our schools.

I. CONTINUED GOVERNANCE AND AUTHORITY FOR LOCAL BOARDS OF EDUCATION

The Board of Education of Frederick County believes that local school boards, through their public process of community-based decision making, are best able to balance educational goals, available resources, community input and to provide academic and financial accountability with regards to student learning and achievement.

The Board of Education of Frederick County **supports**:

- ✓ Continued autonomy for all local boards of education to adopt education policies that promote high standards for academic and fiscal accountability. Students are best served by having an independent local board of education that is engaged with its superintendent and the school community to discuss and to debate important issues that directly impact the quality of education.
- ✓ Local decision-making authority in developing curriculum and assessments, in conjunction with the Maryland State Board of Education, as provided by Maryland statute.
- ✓ Legislation that allows flexibility to schools and school systems in meeting state mandates and regulations, which includes flexibility to traditional seat time to meet the changing and evolving needs of 21st Century students and their families, allowing education to be accessible to all.
- ✓ Local authority over public schools, including public charter schools, in alignment with the Public Charter School Act of 2003 and the amendments to the Public Charter Improvement Act of 2015.
- ✓ Increased voting rights for the Student Member of the Board (SMOB) as determined by any future legislation.

The Board of Education of Frederick County **opposes**:

- ✘ Any executive, legislative or regulatory actions or initiatives that would have the effect of reducing or circumscribing local board governance, oversight, or budgetary authority.
- ✘ Any proposals to reduce or eliminate the governance and decision-making authority of local boards and administrators as a condition for receiving increased state funding.
- ✘ Any efforts to legislate any part of the education program, inclusive of curriculum or assessments, school start and/or end dates and times,
- ✘ Any specialized funding that has the effect of incentivizing the adoption of certain programs, curriculum or assessments that would serve to diminish funding or support for other curricular areas.
- ✘ Legislation relating to charter schools that would diminish the local board's role as the primary chartering authority or otherwise weaken the local board's academic or fiscal accountability oversight.
- ✘ Any efforts to prescribe any single assessment to determine student, teacher, school or school system performance.

II. FUNDING, FLEXIBILITY, AND INNOVATION FOR PUBLIC EDUCATION

The Board of Education of Frederick County acknowledges the importance of a variety of components that equip our students to be empowered learners and engaged citizens who will achieve a positive impact in their communities and the world. The Board is committed to providing quality, well-rounded educational programs, from pre-kindergarten through graduation, while meeting the unique and varied needs of each and every student. The Board also understands the critical need for highly qualified teachers, administrators and staff in meeting school system goals, as well as the necessity for adequate resources and materials to optimize student learning.

The Board of Education of Frederick County **supports**:

- ✓ Adequate funding as it relates to the implementation of the Blueprint for Maryland's Future legislation (SB1030, HB1300, & HB1372) to support salary enhancements, and to provide equitable access and supports for all students, including pre-kindergarten students, special education students, multilingual learners, economically disadvantaged students, and underperforming students in order to eliminate achievement gaps.

- ✓ Adequate deadlines for the requirements of the Blueprint for Maryland's Future legislation.

- ✓ Efforts to review, consolidate, and reduce unnecessary, overburdensome, or duplicate financial reporting requirements.

- ✓ Legislation to amend Maryland's Time to Care Act to recognize the unique fiscal, operational, and workforce challenges facing public school systems by exempting local boards of education from the requirements of the Act or, alternatively, delaying implementation for public school systems. Any implementation should provide sufficient flexibility and resources to ensure that new mandated costs do not divert limited education funding from classroom instruction, employee compensation, student services, and other essential educational priorities.

- ✓ Efforts to increase local funding commitments and requirements as it relates to the Blueprint for Maryland's Future legislation.

The Board of Education of Frederick County **opposes**:

- ✘ Any new state or federal policies or programs that result in unfunded or underfunded mandates.

- ✘ Mandates that do not include additional state allocations or that weaken the local school system's ability to meet the unique needs of the students and families it serves.

- ✘ Efforts to reduce, limit, or eliminate the governance or decision-making authority of the local board and administrators as a condition of receiving additional or increased State funding.

III. ADEQUATE FUNDING TO IMPROVE SCHOOL FACILITIES AND CREATE CAPACITY

Frederick County is committed to utilizing resources strategically and responsibly to achieve our goals for students while inspiring public trust. The Board of Education is committed to ensuring optimal learning environments and acting as responsible stewards of our public buildings. Though the county enjoys steady population growth, that growth poses challenges in keeping up with the demands for new seats while maintaining and renovating our older facilities to keep up with students' instructional needs.

The Board of Education of Frederick County **supports**:

- ✓ A state funding level of $668 million for school construction and renovation projects for FY 2027 to provide the State's share of approved projects to annually fund major construction, renovation and systemic projects.

- ✓ Enabling legislation that provides Frederick County and FCPS with a dedicated revenue stream to support the long-term costs of public-private partnerships (P3s) for school construction outside the traditional capital budget. This additional funding could accelerate the replacement and modernization of aging schools, address facility capacity needs driven by ongoing growth, and expand Career and Technical Education (CTE) programs to meet regional workforce demands. Strong state support and financial commitment to a portion of the funding of a P3 remain critical to improving school facility conditions.

- ✓ Providing sufficient resources for school construction that empower local boards of education to construct facilities that truly meet the educational demands of their communities.

- ✓ A required state cost share, for those projects that are in the state construction program, to cover school construction cost increases resulting from new state laws, mandated in regulations.

- ✓ Continued improvements, including those set forth in the 21st Century School Facilities Act of 2018, to the processes of the State public school construction program and local facilities funding which enhance funding for school facilities, improve processes and increase efficiencies and flexibility in a way that ensures quality and accountability.

- ✓ Establishment of adequate financial support for construction or facilities strategies and practices that encourage efficiencies, sustainability, use of renewable resources and lessens environmental impact.

- ✓ The development of innovative funding policies, strategies, and alternate financing models, outside of the State public school construction program, including public-private partnerships, and alternative methods of deliver or procurement, to meet increasing school facility needs.

- ✓ A statewide facilities assessment for the purpose of establishing an accurate inventory and status of school facilities, that is the result of and executed in collaboration with local governments, school boards and school systems.

- ✓ New state construction funding targeted to assist school systems meet the facility needs of the Blueprint legislation as it relates to pre-kindergarten classrooms and career and technical education (CTE) facilities.

- ✓ Continued and expanded funding for the LYNX (Linking Youth to New eXperiences) program to sustain the successful program at Frederick High School and provide the resources necessary to expand the LYNX model to an additional FCPS high school. LYNX provides students with expanded access to flexible, personalized learning opportunities, career exploration, and experiences that connect classroom learning with college, career, and community opportunities.

Project Priorities for State Funding
Frederick County Public Schools FY28 CIP Request to
State (Includes requests for State funds only in $000)

	Project	Request	FY 28 State Request
1	Linganore Creek ES	Local Planning Approval/Construction Funding	LP/$15M
2.	Yellow Springs ES Replacement	Construction Funding	$5.5 M
3.	Middletown ES/MS Replacement	Construction Funding	$16.9M
4.	Brunswick HS Replacement	Local Planning Approval	LP

The Board of Education of Frederick County **opposes**:

- ✘ Any mandate regarding school size or standardized design for school facilities, which would limit local authority over design, construction, procurement, maintenance, or operations. Growing districts continually face the challenge of ensuring adequate capacity to accommodate increasing student populations, while also addressing aging infrastructure. Restrictive mandates on size and design hinder the ability to construct the necessary educational facilities that meet the diverse needs of students and the communities they serve.

- ✘ Establishment of a "one size fits all" approach in determining State participation, the State cost share, and the prioritization of school facilities projects.

- ✘ The development of any competitive grant program that would compete with or replace funding from the current State Public School Construction Program.

IV. STUDENT HEALTH AND SCHOOL SAFETY AND SECURITY

The Board of Education of Frederick County **supports:**

- ✓ A collaborative approach between local boards and federal, state, local elected officials in developing and implementing local public school health, safety, and security programs.
- ✓ Local board discretion to adopt policies and allocate resources to support improvements in student behavioral, emotional and physical health and well-being.
- ✓ Local flexibility to create and enforce consistent and fair disciplinary standards in order to respond to infractions of the rules committed by individual students.
- ✓ Federal, state and local government funding for local public school safety programs, and the wide array of behavioral and emotional health and public safety services provided by other public and private entities, which are essential to maintaining safe schools and access to a quality education for all students.
- ✓ Local discretion to adopt programs and policies to maintain and improve school safety, including positive behavior intervention strategies to prevent and mitigate disruptions, and emergency plans to deal with any crisis that may occur in the school.
- ✓ Adequate federal, state, and local government funding to local public schools to implement, with fidelity, behavioral and emotional health and public safety programs.

The Board of Education of Frederick County **opposes:**

- ✘ Any unilateral State or local mandates that dictate the provision of programs, supports and resources for physical, mental and behavioral health, inclusive of specific staff or positions.
- ✘ Any unfunded mandate for physical or health instruction, and/or physical, health, behavioral, or emotional health requirements that do not include additional state allocations.
- ✘ Any statewide or "one-size-fits-all" approach that would dictate or limit local board authority, or the local board's ability to meet the needs of local students and families.
- ✘ Legislation or regulations that would unduly limit the authority or ability of school administrators and local boards of education to ensure the safety of all students and staff.

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.09 Motion to Move into Closed Session
Type	Action
Suggested Action	Board approval to move into Closed Session

Content

In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (7) and (9), the Board will meet in Closed Session at 4:00 pm to appoint members to the Board of Education Negotiating Teams and to consult counsel to obtain legal advice.

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	1.. WORK SESSION (OPEN MEETING) [3:00 P.M.]
Subject	1.10. Adjournment
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	2. CLOSED SESSION [4:00 p.m.]
Subject	2.01 Call to Order
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	2. CLOSED SESSION [4:00 p.m.]
Subject	2.02 Adjournment
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	3. ADMINISTRATIVE FUNCTION [4:30 p.m.]
Subject	3.01 Call to Order
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	3. ADMINISTRATIVE FUNCTION [4:30 p.m.]
Subject	3.02 Adjournment
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.01 Call to Order
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.02 Pledge of Allegiance
Type	Procedure

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.03 Closed Session Announcement
Type	Information

Content

In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (7) and (9), the Board met in Closed Session at 4:00 pm today to appoint members to the Board of Education Negotiating Teams and to consult counsel to obtain legal advice.

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.04 Administrative Function Announcement
Type	Announcement

Content

In accordance with Maryland's Open Meetings Act, General Provisions Article §3-104, the Board met in Administrative Function at 4:30 p.m. today to discuss procedures related to a Board committee and to discuss procedures for the Board of Education Community Listening Sessions.

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.05 Approval of the September 23, 2026 Board of Education Meeting Minutes
Type	Minutes
Suggested Action	Board approval of the September 23, 2026 Board of Education Meeting Minutes

ATTACHMENT(S):
09.23.2026 Meeting Minutes_DRAFT.pdf

Board of Education of Frederick County
Wednesday, September 23, 2026
Board Room
Meeting Minutes - DRAFT

1. WORK SESSION (OPEN MEETING) [3:00 P.M.]

Members present: Dean Rose, Rae Gallagher, Colt Black, Jaime Brennan, Janie Monier, Chad Wilson, Sr., Karen Yoho
Others present: Dr. Paul Lebo, Chief Operating Officer; Doreen Bass, Grants Management Specialist; Kathleen Allen, Coordinator, Early Childhood Education & Judy Centers; Dr. Karine Myers, Director, Leadership & Organizational Development; Julie Nguyen, Director, Human Resources; Steven Blivess, Esquire, Chief Legal Counsel; Scott Murphy, Director, Curriculum & Instruction; Eric Haines, Supervisor, Innovative Learning & Solutions, Department of Curriculum & Instruction; Sabrina Nail, Board Liaison & Ombuds; Thora Mintz, Student Member of the Board; Kathryn Rich, Executive Assistant to the Board
Others absent: Dr. Cheryl Dyson, Superintendent

1.01 Call to Order
President Rose called the meeting to order at 3:00 p.m.

1.02 Approval of the September 23, 2026 Board of Education Meeting Agenda
Board approval of the September 23, 2026 Board of Education Meeting Agenda.

Motion
Board approval of the September 23, 2026 Board of Education Meeting Agenda.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Rae Gallagher, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

1.03 Bid Calendar Items
- Bid 27M3, Unit Price Contract for Concrete – The intent of this solicitation is to establish a contract for the repair, replacement, and installation of concrete walks. It will also include curbed gutters, freestanding curbs and slabs.
- RFP 27MISC6, Banking and Direct Deposit Services – The intent of this solicitation is to establish a contract for banking and direct deposit services to include depository and disbursement accounts and direct payroll deposits.
- RFP 27MISC7, Professional Auditing Services for Frederick County Government, Frederick County Public Schools, and Frederick Community College – The intent of this solicitation is to establish a contract for professional auditing services for Frederick County Public Schools. The solicitation will include Frederick County Government and Frederick Community College.

1.04 City of Frederick - Early Literacy Grant
Frederick County Public Schools (FCPS) has been awarded a $50,000 grant from the City of Frederick to support the literacy efforts by the Judy Centers Early Learning Hubs located in the city.

Motion
Board approval to accept the City of Frederick-Early Literacy Grant.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Janie Monier, second by Chad Wilson.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

1.05 Maryland Grow Your Own Educators Grant Program, Round 2
Frederick County Public School (FCPS) has been awarded $3,146,196 from the Maryland State Department of Education's Maryland Grown Your Own (GYO) Educators Grant Program, Round 2. The four-year grant, in partnership with Mount St. Mary's University and Hood College, will support recruiting and preparing employees to become licensed teachers while working in FCPS classrooms.

Motion
Board approval to accept the Maryland Grown Your Own Educators Grant.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Chad Wilson.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

1.06 City of Frederick Grant - Supporting Five High Schools
Frederick County Public Schools (FCPS) has been awarded a $75,000 grant from the City of Frederick to support five high schools. Grant funds will be used to support student clubs, extracurricular activities, and related student enrichment opportunities. Funds are intended to expand and enhance opportunities for students to participate in clubs and extracurricular activities, including reducing financial or other barriers to participation.

Motion
Board acceptance of the City of Frederick Grant to support five high schools.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Chad Wilson, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

1.07 Valley Elementary Property Surplus
Staff was seeking Board approval to surplus 0.166 acres at Valley Elementary School (VES). To support the construction of VES, the Maryland State Highway Administration (SHA) required Frederick County Public Schools to dedicate a small portion of the property to be added to their public road network.

Mr. Black joined the meeting at 3:27 p.m.

Motion
Board approval to surplus 0.166 acres at Valley Elementary School.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Rae Gallagher.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Abstain: Colt Black

1.08 Policy 124, Artificial Intelligence
Policy 124, Artificial Intelligence, was presented to the Board of Education for their second reading.

Mr. Rose proposed that the Board have a full discussion on Policy 124 during today's meeting, and that Policy 124 comes back to the first meeting in October for a Board vote. Mr. Blivess recommended that Policy 124 be placed on the October 7, 2026 Work Session agenda.

There was Board consensus to go with the optional paragraph of Section C3, and to bring back options for K-5 and K-8 to the October 7, 2026 Work Session meeting.

1.09 Motion to Move into Closed Session
President Rose stated the following: In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (2) and (15), the Board will meet in Closed Session at 4:50 pm to discuss matters related to an appeal and to receive an update on matters related to cybersecurity.

Motion
Board approval to move into Closed Session.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

1.10. Adjournment
President Rose adjourned the meeting at 4:46 p.m.

2. CLOSED SESSION [4:50 p.m.]

Members present: Dean Rose, Rae Gallagher, Colt Black, Jaime Brennan, Janie Monier, Chad Wilson, Sr., Karen Yoho
Others present: Dr. Paul Lebo, Chief Operating Officer; Steven Blivess, Esquire, Chief Legal Counsel; Christopher Bohner, Director of Information Technology; Joseph Walker Supervisor of Data Systems, Network Architecture & Security; Andrew Pard, Cyber Security Administrator; Daniel Noble, Cyber Security Engineer; Kathryn Rich, Executive Assistant to the Board
Others absent: Dr. Cheryl Dyson, Superintendent

2.01 Call to Order
President Rose called the meeting to order at 4:49 p.m.

Topics of Discussion Included:
- Matters related to an appeal
- An update regarding cybersecurity

2.02 Adjournment
President Rose adjourned the meeting at 5:16 p.m.

3. REGULAR MEETING - Preliminary Items [6:00 p.m.]

Members present: Dean Rose, Rae Gallagher, Colt Black, Jaime Brennan, Janie Monier, Chad Wilson, Sr., Karen Yoho
Others present: Dr. Paul Lebo, Chief Operating Officer; Steven Blivess, Esquire, Chief Legal Counsel; Larry Phillips, Director, Maintenance and Operations; Lloyd Mills, Senior Manager, Maintenance; Brian Staiger, Director, Capital Programs; Sabrina Nail, Board Liaison & Ombuds; Thora Mintz, Student Member of the Board; Kathryn Rich, Executive Assistant to the Board; Janice Spiegel, Director of Special Projects, Frederick County Government
Others absent: Dr. Cheryl Dyson, Superintendent

3.01 Call to Order
President Rose called the meeting to order at 6:00 p.m.

3.02 Pledge of Allegiance

3.03 Closed Session Announcement
President Rose stated the following: In accordance with Maryland's Open Meetings Act, General Provisions Article § 3-305(b)(1), (2) and (15), the Board met in Closed Session at 4:49 pm today to discuss matters related to an appeal and to receive an update on matters related to cybersecurity.

3.04 Approval of the September 9, 2026 Board of Education Meeting Minutes
Board approval of the September 9, 2026 Board of Education Meeting Minutes.

Motion
Board approval of the September 9, 2026 Board of Education Meeting Minutes.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Rae Gallagher, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

3.05 Public Comment
Public comment was provided by:
Jason Backover
Michael Darling
Kimberly Fortney
Jeffrey Simons
Shaun Porter
Carola Saunders
Frank Hollewa
Nathan Foltz
Casey Day
Geoffrey Seidel

3.06 Superintendent Comments
Dr. Lebo provided comments from the Office of the Superintendent on behalf of Dr. Dyson.

3.07 Student Member Comments
Thora Mintz, Student Member of the Board, provided comments.

3.08 Board Member Comments
Board members provided comments.

4. Regular Meeting - Action Consent

4.01 Staffing Changes
Board approval of Action/Consent items.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Chad Wilson.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

4.02 Setting of Quarterly Agenda, October - December
Board approval of Action/Consent items.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Karen Yoho, second by Chad Wilson.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson
Not Present at Vote: Colt Black

5. Board Items

5.01 Policy 405, Graduation

Policy 405, Graduation, was presented as the Board of Education's first reading.

Motion
Board approval to move Policy 405, Graduation, to a second reading.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Rae Gallagher, second by Janie Monier.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

5.02 Data Center Impact & Proximity to Schools

The Board requested a presentation and update on impacts of data centers and proximity to schools. Staff presented information about environmental factors, a facility overview, and potential mitigation options.

Motion
Staff to develop an RFP to source services to provide a Comprehensive Environmental and Community Impact and Mitigation report specific to Carroll Manor Elementary School (CMES). That RFP should identify recommended mitigation for CMES based upon the current ongoing construction on a Superfund site, as well as a prospective analysis of the necessary mitigations once the sites made available by the CDI Overlay are under construction and then also functional. The mitigation recommendations included in the report should be sufficiently detailed to facilitate the use in future design and construction RFP's. The comprehensive evaluation should include, but not limited to air, noise, vibration, radiation, emf, elf, particulate – interior and exterior impacts of particulate matter and water quality.
Thora Mintz, Student Member of the Board, supported the motion.
Motion by Jaime Brennan, second by Colt Black.
Final Resolution: Carries
Yea: Rae Gallagher, Dean Rose, Colt Black, Jaime Brennan, Janie Monier, Karen Yoho, Chad Wilson

Public comment was provided by:
Kate Lane
Frank Hollewa
Senator William Folden
Delegate April Miller
Casey Day
Laura O'Neill
Sasi B. Boddepalli
Heather Fletcher
Elyse Wilson

6. Setting of the Next Meeting Agenda

6.01 Setting the Agenda for the October 7, 2026 Board of Education Meeting

Dr. Lebo stated that the October 7, 2026 Board of Education Meeting would contain:

- Strategic Plan Key Performance Indicators Reporting: Priority 3 and Classroom Management
- Special Education Update
- Policy 427, Religious Expression
- Policy 124, Artificial Intelligence

7. Committee Reports and Legislative Updates

7.01 Legislative Updates
The Maryland Association of Boards of Education (MABE) Legislative Committee met today. They discussed the following:

- Sustaining the Blueprint implementation and outcome progress.
- Protecting school education funding. There is a letter from MABE to support Senator Van Hollen's bill, which demands the federal government meet their own standard of the IDEA to fund Special Education at the 40% mark.
- The next Legislative meeting will be held during the MABE Annual Conference in October.

The Board of Education 2027 Legislative Principles will be presented at the October 7, 2026 Board of Education Work Session.

7.02 Policy Committee Report
The Policy Committee met this morning and discussed the following policies:

- Policy 106, General Powers and Duties
- Policy 100, Governance of the School System
- Policy 400, Systemic Delegation of Duties
- Policy 101, Organization of the Board

The next meeting of the Policy Committee is October 21, 2026 at 9:30 a.m. in the Board Room.

7.03 Curriculum & Instruction Committee Report
The next Curriculum & Instruction Committee meeting will be held on October 7, 2026 at 10 a.m. in the Board Room.

7.04 Committee Reports

- Calendar Committee will be meeting on Monday, September 28, 2026 at 4:30 p.m. in the Board Room. Mr. Black stated that the committee is looking at four (4) academic calendar options.
- Citizens Advisory Council (CAC) met on September 14, 2026. The next meeting of the Citizens Advisory Council (CAC) is October 12, 2026 at 6 p.m. in the Board Room. Mr. Wilson encouraged the community to come out to this meeting and make their voices heard.
- Family Life Advisory Committee (FLAC) will meet on Tuesday, September 29, 2026 at 4:30 p.m. in the Board Room.
- Special Education Citizens Advisory Committee (SECAC) will meet on September 28, 2026 at 6 p.m. in Board Room. Dr. Dyson will be the guest speaker at this meeting.
- Frederick County Career & Technical Education Advisory Council will meet Thursday, October 1, 2026. Ms. Brennan stated that the Career & Technology Center (CTC) is holding an Open House is October 22, 2026.

8. Informational Items

8.01 Quarterly Agenda for Board Meetings

8.02 Future Agenda Items

9. Adjournment

9.01 Adjournment
President Rose adjourned the meeting at 9:02 p.m.

Submitted by: Kathryn Rich, Executive Assistant to the Board

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.06 System Recognition: Dyslexia Awareness Month Proclamation
Type	Action
Suggested Action	Board approval of the recognition of Dyslexia Awareness Month
Department(s)	Special Education and Student Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: October is Dyslexia Awareness Month. Staff will ask the Board of Education to formally recognize and proclaim Dyslexia Awareness Month in Frederick County Public Schools (FCPS).

BACKGROUND/SUMMARY: Dyslexia Awareness Month provides a dedicated opportunity for staff, students, families, and community members to support individuals affected by dyslexia, to recognize the ongoing efforts of those committed to raising awareness and understanding, and to reaffirm our shared responsibility to foster inclusive learning environments where every student can thrive.

PROCESS STATEMENT: Board leadership is asked to read and adopt the aforementioned proclamation.

SUBMITTED BY: Dr. Jennifer Bingman, Associate Superintendent, Special Education and Student Services

ATTACHMENT(S):

Dyslexia Awareness Month Proclamation.pdf

Board of Education of Frederick County

Proclamation

Dyslexia Awareness Month

WHEREAS, dyslexia is the most common learning disability in children and persists throughout life affecting one of every five people regardless of race, gender, age or socioeconomic status; and

WHEREAS, dyslexia is a specific learning disorder that is neurobiological in origin and is characterized by difficulties with word recognition, spelling and decoding abilities; and

WHEREAS, early diagnosis and identification of dyslexia is critical to ensure that individuals with dyslexia receive focused, evidenced-based intervention that leads to the promotion of self-awareness and self-empowerment and the provision of necessary accommodations to ensure school and life success; and

WHEREAS, teachers and students across the State of Maryland benefit from increased educator professional training about dyslexia and the evidence-based teaching strategies designed to better identify and educate students with dyslexia; and

NOW, THEREFORE, the Board of Education of Frederick County does hereby proclaim October 2026 as Dyslexia Awareness Month in Frederick County Public Schools.

We encourage all staff, students, families, and community members to support those affected by dyslexia and recognize the dedicated efforts of those who are working to raise awareness and understanding in order to initiate early assessment and intervention to achieve the best outcome for the student.

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.07 System Recognition: Bullying Prevention Month Proclamation
Type	Action
Suggested Action	Board approval of the recognition of Bullying Prevention Month
Department(s)	Special Education and Student Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: October is National Bullying Prevention Month. Staff is asking the Board of Education to formally recognize and proclaim Bullying Prevention Month in Frederick County Public Schools (FCPS).

BACKGROUND/SUMMARY: While bullying prevention is a year-round priority, Bullying Prevention Month offers a dedicated opportunity to reinforce education, increase awareness, and promote proactive measures. This observance underscores our ongoing commitment to providing every student with a safe, respectful, and supportive learning environment. Staff, students, families, and community stakeholders are encouraged to work collaboratively to prevent bullying and to foster a culture of dignity, inclusion, and academic success.

PROCESS STATEMENT: Board leadership is asked to read and adopt the aforementioned proclamation.

SUBMITTED BY: Dr. Jennifer Bingman, Associate Superintendent, Special Education and Student Services

ATTACHMENT(S):
Bullying Prevention Proclamation.pdf

Board of Education of Frederick County

Proclamation

Bullying Prevention Month Proclamation

WHEREAS, bullying is physical, verbal, sexual, or emotional harm intentionally directed at a person or group of people which often targets race, ethnicity, national origin, religion, disability, socioeconomic status, sexual orientation, gender, gender identity or gender expression ; and

WHEREAS, bullying can assume many forms, including verbal, physical, and cyber, and can happen both on and off school grounds; and

WHEREAS, bullying has a detrimental impact on a student's ability to perform academically and build crucial social and interpersonal skills; and

WHEREAS, bullying can have lasting impacts on everyone involved: the person being bullied; bystanders who witness the bullying; and the person who bullies others; and

WHEREAS, all students should be in an engaging, welcoming, and safe educational environment where they learn best; and

WHEREAS, it is important for parents, students, teachers, and school administrators within the Frederick County Public Schools community to be aware of and address bullying,

NOW, THEREFORE,the Board of Education of Frederick County does hereby proclaim the month of October as Bullying Prevention Month in all Frederick County Public Schools.

Active education and prevention can ensure every student has an environment at school in which to excel. We encourage all staff, students, families, and community members to unite against bullying and raise awareness of bullying prevention.

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.08 System Recognition: National Principals Month Proclamation
Type	Action
Suggested Action	Board approval of the recognition of National Principals Month
Department(s)	System Accountability & School Administration
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content
PURPOSE OF PRESENTATION:
Recognition of National Principals Month

BACKGROUND/SUMMARY:
Frederick County Public Schools has a total of 71 principals and every October, school principals are recognized and honored by the American Federation of School Administrators (AFSA), the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP).

As highlighted in a report by The Wallace Foundation, the role of a principal stretches far beyond administrative duties. Their leadership has a deep-seated impact on the very heart of education, making principals the second most influential force inside a school, just after effective teaching. Their influence radiates outwards, touching all facets of a school and significantly influencing student outcomes.

It is requested that the Board of Education of Frederick County recognize National Principals Month in FCPS.

PROCESS STATEMENT:
Board leadership is asked to read and adopt the aforementioned proclamation.

SUBMITTED BY:
Jamie Aliveto, Ed. D., Chief of Schools and Accountability

ATTACHMENT(S):
2026_National Principals Month Proclamation_10.07.2026.pdf

Board of Education of Frederick County

Proclamation

National Principals Month

WHEREAS, principals play a significant role in Frederick County Public Schools through their service and leadership to ensure the success and well-being of each student and adult in our learning community, and

WHEREAS, principals work collaboratively with their students, staff, and communities to maintain high standards and expectations to ensure every child has access to a high-quality education, and

WHEREAS, their leadership has been shown to have significant influence on student outcomes, and is the second most influential impact inside a school, just after effective teaching.

NOW, THEREFORE, the Board of Education of Frederick County does hereby proclaim October as National Principals Month.

We encourage all staff, students, families, and community members to celebrate all Frederick County Public Schools principals and thank them for all they do.

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.09 System Recognition: National Hispanic Heritage Month Proclamation
Type	Action
Suggested Action	Board approval of the recognition of National Hispanic Heritage Month
Department(s)	None
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence. Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION:
Recognition of National Hispanic Heritage Month.

BACKGROUND/SUMMARY:
National Hispanic Heritage Month is observed from September 15 to October 15 in the United States for recognizing the contributions and influence of Hispanic culture to the nation's achievements, culture, and history.

PROCESS STATEMENT:
Board leadership is asked to read and adopt the aforementioned proclamation.

SUBMITTED BY:

Dean Rose, Board President

ATTACHMENT(S):
National Hispanic Heritage Month-2026.pdf

Board of Education of Frederick County

Proclamation

NATIONAL HISPANIC HERITAGE MONTH

WHEREAS, the Board of Education recognizes that the diversity of our student body and community is a fundamental strength that enriches the educational experience for all students; and

WHEREAS, National Hispanic Heritage Month provides a vital opportunity to celebrate and honor the history, culture, and invaluable contributions of Hispanic and Latino Americans who have profoundly shaped our community, our state, and our nation; and

WHEREAS, Hispanic and Latino teachers, staff, administrators, parents, and community members play a critical role in fostering academic excellence, equity, and inclusive environments within our schools; and

NOW, THEREFORE, the Board of Education of Frederick County does hereby proclaim September 15 through October 15 as National Hispanic Heritage Month across all schools in the district.

We encourage all educators, students, and community members to engage in meaningful learning experiences and cultural celebrations that honor the rich legacy and ongoing contributions of Hispanic Americans.

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4.. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.10. Public Comment
Type	Information

Content

The Board views public comment as an opportunity to hear concerns of the public, with the understanding and expectation that it is not considered a question-and-answer platform with Board members. Consequently, the Board will not provide a response to public comment presented in its meeting or by submission of a written comment, although it may follow-up with the individual as may be appropriate.

Pre-Registered Public Comment: The Board will provide a maximum of 60 minutes for pre-registered public comment with each speaker allotted up to three (3) minutes to speak.

The Board will receive public comment during this period on issues relating to the operations of the system; Board policies and governance; and current and past agenda items before the Board. The Board shall not receive public comment relating to individual personnel issues, complaints identifying individual students, or matters that are on appeal; that serves as advertising or solicitations for products or services; that is a political campaign speech; or that is pre-recorded audio or video by someone other than the speaker.

Prior to each Board action, the Board President shall announce the opportunity for the Board to receive public comment on the action item on the agenda. Each speaker will be allowed up to two (2) minutes for their public comment regarding the subject of the action under consideration by the Board.

Pre-Registration: The registration period for individuals wishing to participate in the designated public comment period will open with the publication of the agenda for the Board meeting (typically five [5] days in advance of the meeting) and will close at noon one (1) day before the scheduled Board meeting. A person wishing to speak may pre-register by;

- completing the form linked here.
- calling (240) 586-8950 and leaving a voicemail.

Registration to participate in the designated public comment period will require the individual to be a Community member, an FCPS parent, student, or staff member, or an elected local, State or Federal Frederick County representative, and to provide the following at the time of registration:

- Full first and last name as it appears on a form of government-issued identification;
- Proof of Business, Land Ownership, or Residency in PDF format if the government-issued identification does not have a Frederick County address;

- Telephone number, email address, and ZIP code;
- Whether the speaker is a student;
- The topic(s) to be discussed; and
- Whether an interpreter or accommodation is requested with information regarding the specific need.

Failure to provide any of the above required registration information or the falsification of any required registration information will automatically disqualify that individual from providing public comment at the Board meeting.

Written Comments: Individuals are provided the opportunity to and encouraged to submit written comments electronically and email them to BoardPublicComment@fcps.org. Written comments must be submitted as a PDF attachment (strongly preferred) or a Microsoft Word document with the .doc or .docx extension and will be uploaded to Granicus as part of the official meeting record within one (1) week. Comments in the body of an e-mail will not be accepted.

ATTACHMENT(S):
Public Comment List_10.7.26_PEAK.pdf

BOARD OF EDUCATION OF FREDERICK COUNTY
Public Comment
Meeting Date: October 7, 2026

PRE-REGISTERED - STUDENTS

1. John-Lucas Krauss
2. Manasavi Divi

PRE-REGISTRATION

3. Jennifer Foster
4. Corey Farley
5. Mahesh Aitha
6. Sarah Hauvet
7. Zachary Nabors
8. Aubrey Lynch
9. Josiah Trombley
10. Eliza Stitely
11. Rebecca Shillingburg
12. Warner Zumbach
13. Murali Divi
14. Gandhi Chappa
15. Srikanth Vietla
16. Geoffrey Seidel
17. Casey Day
18. Nathan Foltz

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4.. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.11. Superintendent Comments
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4.. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.12. Student Member Comments
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	4.. REGULAR MEETING - Preliminary Items [6:00 p.m.]
Subject	4.13. Board Member Comments
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	5. Regular Meeting - Action Consent
Subject	5.01 Staffing Changes
Type	Action Consent
Suggested Action	Board approval of action/consent items.
Department(s)	Human Resources Department
Goal(s)	Goal 2 - Operational Excellence - FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

Content
Please see attached report.

ATTACHMENT(S):
Public Content_2026.10.07.pdf

BOARD OF EDUCATION OF FREDERICK COUNTY

BOARD AGENDA ITEM

Staffing Changes	
Retirement	6
Resignation	1
New Teacher Appointment	2
Z. Willett	
K. Kean	

Comparison of Resignations			
October, 2025	7	October, 2026	1
November, 2025	4	November, 2026	
December, 2025	3	December, 2026	
January, 2026	6	January, 2027	
February, 2026	20	February, 2027	
March, 2026	12	March, 2027	
April, 2026	26	April, 2027	
May, 2026	15	May, 2027	
June, 2026	14	June, 2027	
July, 2026	0	July, 2027	
August, 2026	35	August, 2027	
September, 2026	3	September, 2027	
Cumulative to Date	145	Cumulative to Date	1

Comparison of New Hires			
October, 2025	2	October, 2026	2
November, 2025	7	November, 2026	
December, 2025	9	December, 2026	
January, 2026	26	January, 2027	
February, 2026	8	February, 2027	
March, 2026	1	March, 2027	
April, 2026	1	April, 2027	
May, 2026	13	May, 2027	
June, 2026	24	June, 2027	
July, 2026	0	July, 2027	
August, 2026	125	August, 2027	
September, 2026	6	September, 2027	
Cumulative to Date	222	Cumulative to Date	2

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	6. Board Items
Subject	6.01 Strategic Plan Key Performance Indicators Reporting Goal 3 (KPI 11 & KPI 12)
Type	Information, Discussion, Action
Department(s)	System Accountability & School Administration, Special Education and Student Services
Goal(s)	Goal 3 - Safety & Wellbeing - FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

Content

PURPOSE OF PRESENTATION:
Staff will review data for Key Performance Indicators (KPI) 11 and 12 aligned to Frederick County Public Schools (FCPS) Goal 3, as well as provide an update on classroom management, student discipline, and the Student Code of Conduct per the Board of Education's agenda request.

BACKGROUND/SUMMARY:
In the 2022-23 and 2023-24 school year, under Dr. Dyson's leadership, system aspirational goals were clarified in FCPS and Key Performance Indicators (KPIs) were refined to align to system goals, state performance measures, and Blueprint reporting requirements. Prior to the 2026-27 reporting year, all KPIs were reviewed against the current state guidance and accountability reporting and additional and minor refinements were made. KPIs are reported based on availability of official data from the prior year and most often in the first half of the year. Each school's improvement plan is aligned to key metrics in the system plan, with key driver's focused on strengthening multi-tiered systems of support in schools.

PROCESS STATEMENT:
Through cross-departmental collaboration, the System Accountability and School Administration (SASA) Department collects data on strategic plan measures. Progress reporting on the Key Performance Indicators (KPIs) will be presented across multiple Board of Education meetings this school year. In the 2026-27 reporting year, goal language will be clarified and considered, supplemental data will be provided, key points of strategic alignment will be discussed, and the Board will hear from school staff related to their school improvement efforts.

PRESENTER(S) & TITLE(S):
Mr. Dana Falls, Director, Student Services

Mr. Justin McConnaughey, Director, Elementary School Administration and Instructional Leadership
Dr. Afie Mirshah, Director, High School Administration and Instructional Leadership
Mr. Lorcán ÓhEithir, Principal, Whittier Elementary School
Ms. Kim Pestka, Behavioral Support Specialist, Hillcrest Elementary School

ATTACHMENT(S):
10.07.2026 Strategic Plan KPI Reporting Goal 3 & BOE Classroom Mgmt_backup1.pdf
10.07.2026 Strategic Plan KPI Reporting Goal 3 & BOE Classroom Mgmt_backup2.pdf
10.07.2026 Strategic Plan KPI Reporting Goal 3 & BOE Classroom Mgmt_backup3.pdf

Special Education & Student Services
System Accountability & School Administration

Goal 3 Key Performance Indicators (KPIs)

October 7, 2026

PRESENTED BY: Mr. Dana Falls, Director, Student Services
Mr. Justin McConnaughey, Director, Elementary School Administration and Instructional Leadership
Dr. Afie Mirshah, Director, High School Administration and Instructional Leadership
Mr. Lorcán ÓhEithir, Principal, Whittier Elementary School
Ms. Kim Pestka, Behavioral Support Specialist, Hillcrest Elementary School

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Presentation Outcomes

1. Provide progress update on Key Performance Indicator #11.
2. Provide progress update on Key Performance Indicator #12.
3. Provide update on classroom management and Student Code of Conduct.

FCPS

2

Goal 3 Key Performance Indicator 11

3

KPI 11

Increase the percent of students *not* chronically absent in each student group by five percentage points or maintain 95% or above.
(Baseline 2021-2022)

4

KPI 11 Progress: Not Chronically Absent

- Improvement (increase) since 2022 baseline, 82.4% of students **not chronically absent** in 2026; better than state average
- One year change, elementary with largest increase, middle schools fairly stable, and high school with decrease
- A five-point increase since 2022 for most student groups
- Steadiest increase across years and levels for being not chronically absent for students with disabilities

5

Goal 3 Key Performance Indicator 12

6

KPI 12

Decrease the percentage of students suspended out of school in each student group by one percentage point (or maintain below 1%); no student group greater than 5%; and have no schools identified as disproportionate in suspension by MSDE. (Baseline 2021-2022)

7

KPI 12 Progress: Suspensions

- "All" FCPS suspension rate decreased since baseline to 2.5%.
- No school level is above 5% (met target); elementary is <1% and decreases were seen at middle and high.
- Every student group reflects a decrease in out of school suspension from baseline, except for multilingual learner.
- Two (2) FCPS schools are disproportionate per MSDE's definition.

8

Strategic System Efforts: Discipline

9

COMAR 13A.08.01.11

- Sets limits on suspensions
- Clarifies differences between short- and long-term suspensions
- Provides guidelines for extended suspension and expulsion
- Defines In School Intervention (ISI) vs. In School Suspension (ISS)
- Provides guidelines for disciplinary decisions

10

Policy and Regulation-Student Discipline

- Ensures that behavior intervention is rehabilitative, restorative, educational, without bias, and consistent with the Student Code of Conduct
- Defines levels of disciplinary response, due process, and appeal procedures
- Requires mental health and other interventions/supports are included as needed for students
- Keeps students within their regular school program to the greatest extent possible
- Practices progressive discipline (escalating consequences)

11

Student Code of Conduct

- Consistent feedback loops - enhancements made through a collaborative process with multiple stakeholders
- Gather and update based upon input from:
  - Teacher Advisory Council (TAC)
  - Principal Advisory (PAC)
  - Education Reform Council (ERC)
  - Citizens Advisory Council (CAC) ****New Opportunity This Year****
  - Updated Regulations, COMAR (Laws)

12

Student Code of Conduct

Additions for the 2026-27 SY:

- New section "FCPS Student Discipline Matrix- Appendix for grades PK-2"- detailed list of progressive discipline strategies specifically for students in grade range
- Personal Mobile Device (PMD) Guidelines and responses for repeated unauthorized usage
- Responses for leaving school without authorization
- Clarity with the FCPS Informal Resolution Process

13

Strategic System Efforts: Classroom Management, Professional Learning, and Supports

14

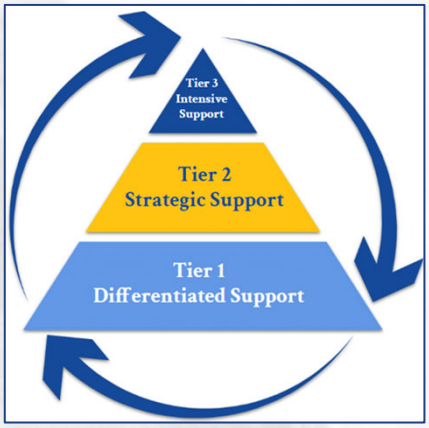
System Supports and Structures

- Scheduled data monitoring and SAIL Director supports
- Levels of school improvement support
- Central support teams
- Additional consultative support as needed
- Tiered staffing models

15

System Professional Learning

- Classroom management through behavior representatives
  - Setting expectations
  - Positive reinforcement
  - De-escalation and response strategies
- Mandt
- Ukeru
- Crisis Prevention Training
- Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) or Behavior Support Plan (BSP) Process



16

Current Work Group Feedback Loops

Continuous improvement based on:

- Teacher Advisory Council (TAC)
- Principal Advisory (PAC)
- Education Reform Council (ERC)
- Citizens Advisory Council (CAC) ***New Opportunity This Year***
- Special Education Work Group
- Updated Regulations, COMAR (Laws)
- Anecdotal Notes

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Questions and Discussion

18

Goal 3 Key Performance Indicators

Board of Education Presentation Date: October 7, 2026

Presenters:
Mr. Dana Falls, Director, Student Services
Mr. Justin McConnaughey, Director, Elementary School Administration and Instructional Leadership
Dr. Afie Mirshah, Director, High School Administration and Instructional Leadership
Mr. Lorcán ÓhEithir, Principal, Whittier Elementary School
Ms. Kim Pestka, Behavioral Support Specialist, Hillcrest Elementary School

Supporting Data for KPI Presentation

Goal 3: Safety & Wellbeing

KPI #11: Increase the percent of students not chronically absent in each student group by five percentage points or maintain 95% or above. (Baseline 2021-2022)

Student Group*	Percent of Students Not Chronically Absent															
	All				Elementary				Middle				High			
	2022**	2024	2025	2026	2022**	2024	2025	2026	2022**	2024	2025	2026	2022**	2024	2025	2026
All Students**	74.0	83.2	83.3	82.4	74.8	86.1	85.9	88.4	74.9	83.2	83.1	83.4	72.2	79.2	79.9	73.5
Asian	84.6	91.3	90.5	90.8	82.4	90.7	88.7	91.7	87.6	94.4	94.2	94.3	85.8	89.6	90.4	86.4
Black/African American	75.5	83.1	83.5	81.8	77.4	86.5	87.0	87.4	75.9	83.0	84.4	83.5	72.6	78.5	78.4	73.5
Hispanic/Latino	65.5	77.0	76.6	75.1	65.5	80.5	79.7	84.0	69.6	79.4	78.8	76.8	62.6	70.8	71.1	61.8
Two or More Races	68.9	80.5	80.7	79.2	69.6	82.4	83.4	84.6	69.0	80.1	79.5	79.3	67.2	77.1	76.3	68.5
White	76.6	85.2	85.6	85.0	78.4	88.4	88.4	90.9	75.5	83.4	83.2	84.7	75.0	82.2	83.4	77.4
Free/Reduced Meals	60.1	74.6	74.1	71.9	62.4	78.8	78.0	80.9	61.1	73.7	73.6	71.9	55.5	68.9	68.7	59.6
Multilingual Learner	64.9	76.5	75.2	73.6	67.7	82.3	81.3	84.6	71.2	78.7	76.3	73.4	53.8	63.7	63.4	52.4
Students with Disabilities	63.9	74.0	75.3	76.1	67.2	78.0	79.1	82.6	62.9	72.3	72.3	74.1	59.8	69.0	71.1	65.5

* Student groups with less than 10 students are not shown.
** 2021-2022 = Baseline data; Data reflect COVID-19 protocols.
Source: RADAR/FCPS data reporting tool

Goal 3: Safety and Wellbeing

KPI #12: Decrease the percent of students suspended out of school in each student group by one percentage point (or maintain below 1%); no student group greater than 5%; and have no schools identified as disproportionate in suspension by MSDE. (Baseline 2021-2022)

Student Group*	Out-Of-School Suspension Rates**															
	All				Elementary				Middle				High			
	2022	2024	2025	2026	2022	2024	2025	2026	2022	2024	2025	2026	2022	2024	2025	2026
All Students*	3.1	3.1	2.8	2.5	≤1	≤1	≤1	≤1	6.2	6.2	5.2	5.0	4.6	4.3	4.3	3.6
Asian	≤1	≤1	≤1	≤1	≤1	≤1	≤1	≤1	1.5	1.3	1.4	1.6	1.1	≤1	1.1	1.0
Black/African American	6.6	6.2	5.6	5.2	≤1	1.2	1.1	1.5	12.7	12.3	9.5	10.1	9.4	8.3	8.6	6.6
Hispanic/Latino	3.5	3.1	3.0	3.0	≤1	≤1	≤1	≤1	6.9	6.1	6.6	6.1	5.6	4.3	4.1	4.5
Two or More Races	3.8	4.0	3.3	3.5	≤1	≤1	≤1	≤1	8.2	8.0	6.5	7.0	6.0	6.7	5.5	6.1
White	2.3	2.5	2.2	2.0	≤1	≤1	≤1	≤1	4.3	4.9	3.7	4.1	3.4	3.2	3.3	2.6
Free/Reduced Meals	5.8	5.2	4.8	4.9	≤1	≤1	≤1	1.1	12.3	10.8	9.8	10.0	9.3	7.2	7.0	6.9
Multilingual Learner	3.2	2.4	3.5	4.0	≤1	≤1	≤1	≤1	9.1	6.9	9.3	9.7	6.2	3.4	5.7	7.9
Students with Disabilities	7.6	7.4	7.0	5.9	2.2	2.3	2.1	1.8	13.0	14.0	12.6	11.3	11.5	10.9	11.4	9.0

* Student groups with less than 10 students are not shown. Students may count for both race/ethnicity and special services in multiple student groups.
** Note: Minor updates/changes (i.e., ≤1%) in suspension rates may occur for prior school years' reporting. Suspension rates are not finalized until official reporting is completed which often occurs several months post a school year.
Source: RADAR/FCPS data reporting tool.

Student Discipline Matrix
Appendix for grades PreK–2

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

The following are examples of tiered disciplinary responses for students in grades PK–2. When supporting students along this continuum, consider a range of responses across all levels. Each response should include an intentional instructional component to support skill development and behavior growth.

	Level 1	Level 2	Level 3	Level 4
Behaviors that Violate the FCPS Code of Conduct	Documented staff-led supports/responses to minor incidents AFTER UTILIZATION OF MTSS PROACTIVE AND PREVENTATIVE STRATEGIES, may include: verbal warning, verbal/written apology, student conference, parent/guardian contact, seat change, supervised transitions, restorative conversation, referral to behavior support/school counselor, parent/guardian conference, teacher facilitated reflection, detention. (See Levels of Progressive Discipline above).	Administrator-directed supports/responses, may include all Level 1 supports/responses, and: conflict resolution/restorative practices, assisted repair of educational environment, supervised transitions, parent/guardian contact/notification or conference required, assigned seat, loss of privileges, temporary assignment to alternative learning location, detention, referral to behavior support/school counselor, referral to community agency. (See Levels of Progressive Discipline above).	Administrator-directed supports/responses, may include all Level 1 and 2 supports/responses, and: restitution, assisted repair of educational environment, mentoring program, removal from student activities, class change, in-school intervention, bus suspension for bus incidents (up to 3 days). (See Levels of Progressive Discipline above).	Administrator-directed supports/responses, may include all Level 1 - 3 supports/responses, and: in-school suspension, short-term suspension (up to 3 days) or long- term suspension (up to 5 days), bus suspension for bus incidents (up to 5 days) ***Suspension may only occur for incidents presenting an imminent threat of serious harm AND only after consultation with the Supervisor of Mental Health and Psychological Services or Coordinator of Psychological Services.** ***Suspension codes indicated in parentheses below, align with the Maryland Student Records Systems Manual.**
Attack on Adult		Intentionally shoving, pushing, or otherwise being physically aggressive toward an employee of the school system or another adult in the context of a fight (e.g., body check; intentionally bumping; but not horseplay); intentionally engaging in a fight. This includes intentional physical contact with an adult who is intervening in a fight or other disruptive activity. (401)		
Attack on Student		Intentionally shoving, hitting, pushing, or otherwise being physically aggressive toward another student in the context of a fight (e.g., body check; intentionally bumping; but not horseplay); intentionally engaging in a fight. (402)		
Disruption	Students engage in low intensity, but inappropriate, disruption to learning.	Intentionally engaging in behavior that distracts from the learning environment (e.g., talking out of turn, throwing items, horseplay, sending incendiary texts/social media messages, disrupting a fire drill). (704)		
Elopement		Leaving school property without permission during a period of escalated behavior, often as a means of escaping or avoiding staff demands. This behavior typically triggers a safety protocol response from school staff. Elopement is unplanned and reactive, and does not include intentional skipping of class or school. (In accordance with MD law, the school must notify the student's parent/guardian on the same day as the incident.) (704)		

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

	Level 1	Level 2	Level 3	Level 4
Out of Assigned Area (Wandering)	Being in an area that is outside of an expected location, and complies with staff direction to return.	Being in an area that is outside of an expected location and refuses to follow staff directions. This includes wandering, which is defined as the act of a student leaving a classroom or area on the school campus, but not leaving the school campus itself, without the permission of a school staff member who has responsibility for the student. Chronic or repeated behavior of this kind.		
Physical Contact	Engaging in non-chronic inappropriate physical contact (ex. horseplay).	Engaging in actions involving physical contact (with body or objects) where unintentional injury may result. (704)		
Unsafe Behavior	Any minor action/careless behavior that poses potential danger to self or others, not otherwise defined in other disciplinary offenses.	Any action that poses potential danger to self or others, not otherwise defined in other disciplinary offenses. (704)		

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	6. Board Items
Subject	6.02 Special Education Update
Type	Information, Discussion
Department(s)	Special Education and Student Services
Goal(s)	Goal 1 - Organizational Culture of Achievement - FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community. Goal 4 - Stakeholder Engagement - FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system. Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content

PURPOSE OF PRESENTATION: To share an overview of the students with disabilities population within FCPS and the supports provided

BACKGROUND/SUMMARY: The Office of Special Education will provide the Board of Education with an overview of students with disabilities in Frederick County Public Schools (FCPS), highlighting enrollment trends, students supported through Individualized Education Programs (IEPs) and Section 504 plans, and growth in specialized programs. The presentation will review the continuum of services and resources available to help families understand specially designed instruction, service delivery options, and the least restrictive environment.

Staff will also discuss projected program needs, including the anticipated impact of elementary Expressions enrollment on secondary programs. This update will provide the foundation for a follow-up presentation on November 4, 2026, outlining a multi-year plan to strengthen the FCPS continuum of services within students' home schools and across the school system.

PRESENTER(S) & TITLE(S):
Dr. Jennifer Bingman, Associate Superintendent, Special Education and Student Services
Katie Buckley, Director, Special Education, Secondary
Troy Keller, Director, Special Education, Elementary

SUBMITTED BY:

Dr. Jennifer Bingman, Associate Superintendent, Special Education and Student Services

ATTACHMENT(S):
10.07.26 BOE Special Education Update.pdf
Parent Resource_ FCPS Special Education Inclusionary Continuum of Services Guidebook_New Version.pdf

Special Education and Student Services

Special Education Update

October 7, 2026

PRESENTED BY: Dr. Jennifer Bingman, Associate Superintendent, Special Education and Student Services
Katie Buckley, Director, Special Education, Secondary
Troy Keller, Director, Special Education, Elementary

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Presentation Outcomes

To share an overview of the students with disabilities population within FCPS and the supports provided

FCPS

2

A Decade of Change: FCPS Enrollment

FCPS Enrollment & Demographics*	School Year** 2017	2026	10-Year Growth***
Student Enrollment	41318	47884	+16% Increase of 6566 students since 2017
Students Receiving Free/Reduced Meals	26.6%	36.5%	+59% Increase of 6517 students since 2017
Multilingual Learners	5.8%	7.8%	+57% Increase of 1364 students since 2017
Students with Disabilities	10.1%	12.4%	+42% Increase of 1765 students since 2017

*Based on September 30 official enrollment
**Percent of enrollment provided for students receiving special services
***Based on percent change between the number of students enrolled from 2017 to 2026

3

Students with IEPs and 504s

Level	Number of Students with Disabilities (IEPs)	Number of Students with Disabilities (504s)
Elementary	3,099	993
Middle	1,232	957
High	1,624	1,634
Total	5,955(12.4%)	3,584(7.5%)

Note: Data as of 9/30/2025

4

Other Data

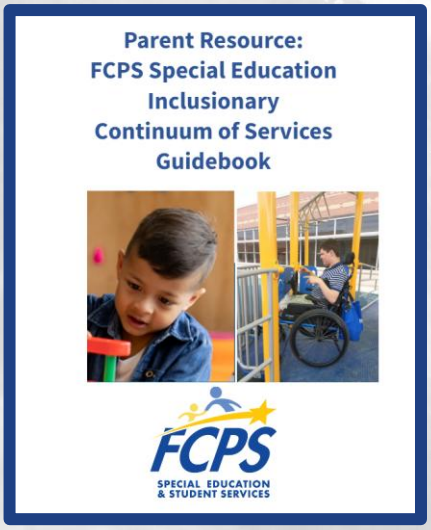
Other Data (Number of Students)	Number of Students
Attending Non-Public	125
Speech Goals	3,223 (886*)
Enrolled at Rock Creek School	77
Enrolled at Success Academy	75
IEPs and Multilingual Learners	798

Note: Data as of 9/11/2026
Students with Speech Only IEPs

FCPS

5

Parent Resource



- Specially Designed Instruction (SDI)
- Continuum of Services
- Least Restrictive Environment

FCPS

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Service Delivery Models in FCPS

GENERAL EDUCATION	CONSULTATION WITH SPECIAL EDUCATION TEACHER	SUPPORTIVE INSTRUCTION	COLLABORATION	CO-TEACHING	OUTSIDE GENERAL EDUCATION	SPECIALIZED PROGRAMS	SEPARATE SCHOOL-PUBLIC	SEPARATE SCHOOL-PRIVATE
Students learn in inclusive classes with peers.	Consultation with Special Education Teacher	Supportive Instruction with Para-professional (SEIAs)	Collaboration in General Education Classroom Push In Support	Co-Teaching in General Education Classroom Co-Plan Co-Teach Co-Assess	Outside General Education/ Special Education Setting Pull Out and/or Self-Contained	Expressions, Learning for Life, Pyramid, RISE	Separate School - Public Rock Creek	Separate School - Non-Public

Least Restrictive (LRE) ⟷ **Most Restrictive**

FCPS

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Students in Specialized Programs

Level	Expressions	Learning for Life	Pyramid	FCPS RISE
Elementary	208	52	45	12
Middle	22	84	26	7
High	23	136	49	N/A
Total	**253**	**272**	**120**	**19**

Note: Data as of 9/11/2026

FCPS

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Projecting the Pressure Points

Level	Expressions	Learning for Life	Pyramid	FCPS RISE	Nonpublic Placements
Elementary	208	52	45	12	30
Middle	22	84	26	7	38
High	23	136	49	N/A	57

Note: Data as of 9/11/2026

Expressions dominates the elementary landscape and this pressure is projected to eventually impact secondary levels.

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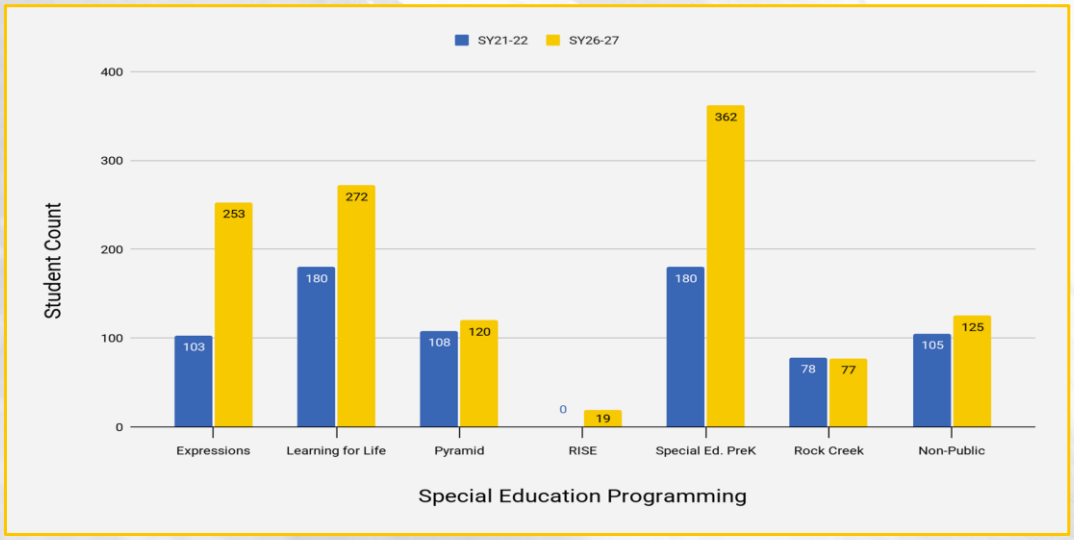
Specialized Programs- Year-Over- Year Comparison (SY21-22 vs SY26-27)



10

Part 2 - November 4 BOE Presentation

An overview of our multi–year plan to strengthen the FCPS continuum of services both at home schools as well as systemically

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Questions or Concerns: Contact Us

CONTACT

Special Education Family and Community Involvement
Liaisons Partners for Success
Family Support Coordinators

Partners For Success
Email: Partners.ForSuccess@fcps.org

Phone: 227-203-3920
227-203-3957

Email: SpecialEducation@fcps.org
Phone Number: 240-586-8650

Special Education Leadership Team

- Dr. Jennifer Bingman
- Mr. Troy Keller
- Ms. Katie Buckley

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Questions
and Discussion
FCPS
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Parent Resource: FCPS Special Education Inclusionary Continuum of Services Guidebook

SPECIAL EDUCATION
& STUDENT SERVICES

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Resources:
Stein, E. (2023). Elevating Co-teaching with Universal Design for Learning. CAST.
Honigsfeld, A., & Dove, M. G. (2021). Co-Planning. Corwin Press.
Honigsfeld, A., & Dove, M. (2022). Portraits of Collaboration. Seidlitz Education.
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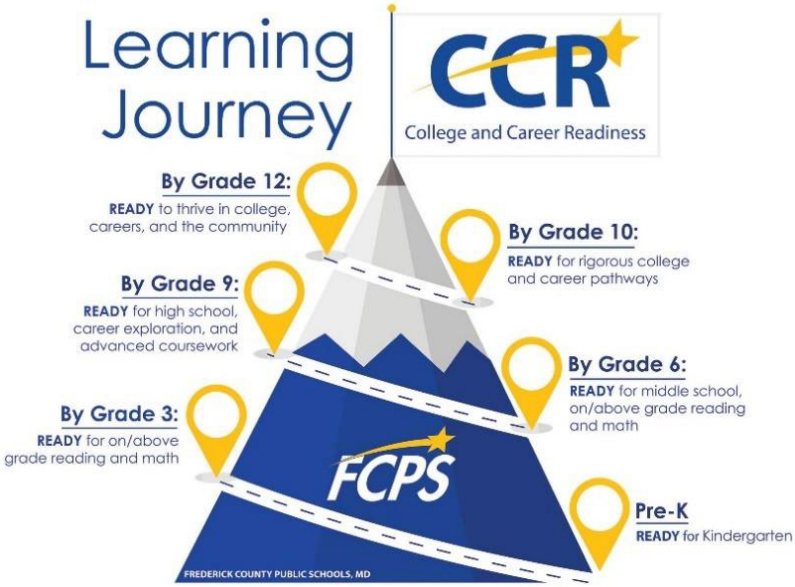
Introduction

FCPS has established five priority areas of focus to guide our work. Ensuring an organizational culture of achievement with a focus on operational excellence and engaging our stakeholders to enhance the student and staff experience of safety and wellbeing. FCPS is committed to providing premier special education programming, services, and support.

Each school is tasked with ensuring high quality specially designed instruction to meet the unique needs of each student with disabilities every day. A continuum of services must be available at each school to ensure each student is served in the least restrictive environment.

Establishing a guidebook that outlines the FCPS school-based and systemic continuum of services is of paramount importance as we continue to progress toward becoming a premier Special Education program. For all FCPS staff members, the guidebook will outline the FCPS school-based service models and systemic continuum of services for FCPS staff members. The guidebook is organized to include a definition for each service delivery model and recommended structures to organize in a way to successfully meet the students' needs. Pertinent information to help school teams design the service delivery models is included to present clarity and consistency across FCPS.

Frederick County Public Schools (FCPS) is committed to ensuring that every child is prepared to thrive in college, careers, and the community. College and Career Readiness (CCR) is a journey that begins in the Pre-K years and progresses through elementary, middle, and high school. Along the way, FCPS has identified learning



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milestones to monitor students' progress and respond accordingly.

FCPS is committed to ensuring that each child's unique needs are met in the least restrictive environment (LRE). All students must be on or above grade level in reading and math by grade 3. This is critical to future academic success.

Our mission and vision come to life through our service delivery models offered through our continuum of services. Our mission is to empower every student, embrace diversity, and commit to inclusion with a vision to personalize learning and support for every student, every day.

The purpose of this guidebook for staff addresses two components:

- Overview of the continuum of services on how students access services to meet their unique needs and how staff follow the necessary processes to determine student needs.
- Within each service or specialized program this guidebook details staff resources and supports that review daily operations and tools in order for staff to fulfill their roles and responsibilities.

Child Find Services

Child Find Brochure: **English** | **Español**
Child Find Website

Child Find is the process for locating, evaluating and identi-fying all children from birth through age 21 who are suspected of having a disability.

- Parents of a child aged 2 years, 9 months or older, yet not age eligible for Kindergarten in the current school year, parents should contact the Child Find Office at (227) 203-3933.
- Parents who suspect their FCPS enrolled child may have an educational disability should speak with staff at their child's school.
- Parents of a child enrolled in Kindergarten – grade 12 at a private school within Frederick County, or are enrolled in Home Schooling, should contact the child's residence school.
- Parents of a child entering Kindergarten in the fall (5 years old by September 1) should contact the Child Find Office at (227) 203-3933. After the 4th quarter, the parents should contact the child's residence school which the child will attend in the fall.

Resources:
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Information regarding the Child Find process for children younger than 2 years, 9 months may be obtained from the Frederick County Developmental Center at **301-600-1611**.

Specially Designed Instruction (SDI)

Individual with Disabilities Education Act (IDEA) defines specially designed instruction (SDI) as "adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction."

> (i) to address the unique needs of the child that result from the child's disability; and
>
> (ii) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children."

Specially Designed Instruction must be data driven, planned and purposeful, disability-related and necessary for students to access and progress in the general curriculum.

Specially Designed Instruction	
IS	**IS NOT**
✓ Supplemental	× Supplant
✓ A service or support	× LRE Placement
✓ What an educator does	× What a student does
✓ Teaching specific skills	× A restatement of the academic content standards being taught
✓ Important features of a program and/or unique instruction	× Naming a specific program that replaces a special education service
✓ Specific to the student (individualized)	× Driven by programs or schedules
✓ Supporting student in general education setting and maintaining high expectations	× Lowering expectations and/or removing students from the general education setting

Specially Designed Instruction is addressed through three elements: content of the curriculum, methodology- how the curriculum is taught, and the delivery of who, where, and when the instruction will be delivered.

- Who can deliver specially designed instruction?
  - Teachers certified in special education, in collaboration with general

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educators, can deliver specially designed instruction. SDI can also be delivered by teachers certified in elementary, secondary, or subject areas, in collaboration with special educators and related service providers with specialization in the area of the student's need. Substitute plans should include information about specially designed instruction and long-term substitutes are engaged in the collaborative development, implementation and evaluation processes.

- Does this mean a general education teacher can deliver SDI?
  - Yes. When a general education teacher collaborates with a special educator and/or related service provider who is qualified in the area of the student's need, the general educator is capable of and qualified to deliver SDI. In fact, sharing responsibility for ALL students is a critical component for a school-wide systemic approach that ensures all students in a school receive the instruction that they need, including specially designed instruction for students with disabilities.

SDI Element	What It Means	Questions To Consider
Content	**What is** taught to allow the student to access general education programming	• Are adaptations needed for the content as a result of the disability? • Is the content aligned to the student's academic and functional needs and grade-level standards? • Does the content address engagement and behavioral support? • How can we leverage the student's strengths and current knowledge as we identify the content that will be provided? • What is the evidence base for the proposed practices?
SDI Element	**What It Means**	**Questions To Consider**
Methodology	**How** the instruction is delivered or the practices and approach the teacher uses to teach	• Is there a method that has proven to be more effective for this student when acquiring knowledge and skills? • Are there methods that have been ineffective for this student when acquiring knowledge and skills? • What is the evidence base for the proposed instructional strategies?

Resources:
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SDI Element	What It Means	Questions To Consider

Delivery of Instruction	**Who, where** and **when** the instruction is delivered	• What is the plan for instructional delivery, including the following:
		  ○ Who will provide the instruction?
		  ○ How frequently?
		  ○ Where?
		• Does the delivery (including the group size) provide sufficient opportunities for the student to practice and receive explicit feedback?
		• Does the provider have the knowledge and skills to individualize and intensify instruction as needed?

Universal Design for Learning

Universal Design for Learning (UDL) is an approach to teaching and learning that gives all students equal opportunity to succeed.

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning. It's about building in flexibility that can be adjusted for every student's strengths and needs. That's why UDL benefits all learners. Universal Design for Learning should be utilized by teachers when planning instruction for all students. When planning, teachers should consider Multiple Means of Representation, Multiple Means of Engagement, and Multiple Means of Action and Expression. Click here, The UDL Guidelines for more details and resources to support teacher planning.

Specially Designed Instruction for Behavior

For students with recurring patterns of challenging behavior, IEP teams should actively problem solve how to address these needs. A Functional Behavior Assessments (FBA) can be conducted in order to investigate the function of challenging behavior to determine the function and then develop a Behavior Intervention Plan (BIP). The purpose of a BIP allows staff to implement positive behavior strategies that will result in an increase in socially appropriate replacement behaviors. Students are explicitly taught replacement behavior skills. When the students have ongoing challenging behavior that results in imminent serious harm, individual Crisis Plans are created that describe the necessary steps staff will take before, during, and after a crisis event.

Resources:
Stein, E. (2023). Elevating Co-teaching with Universal Design for Learning. CAST.
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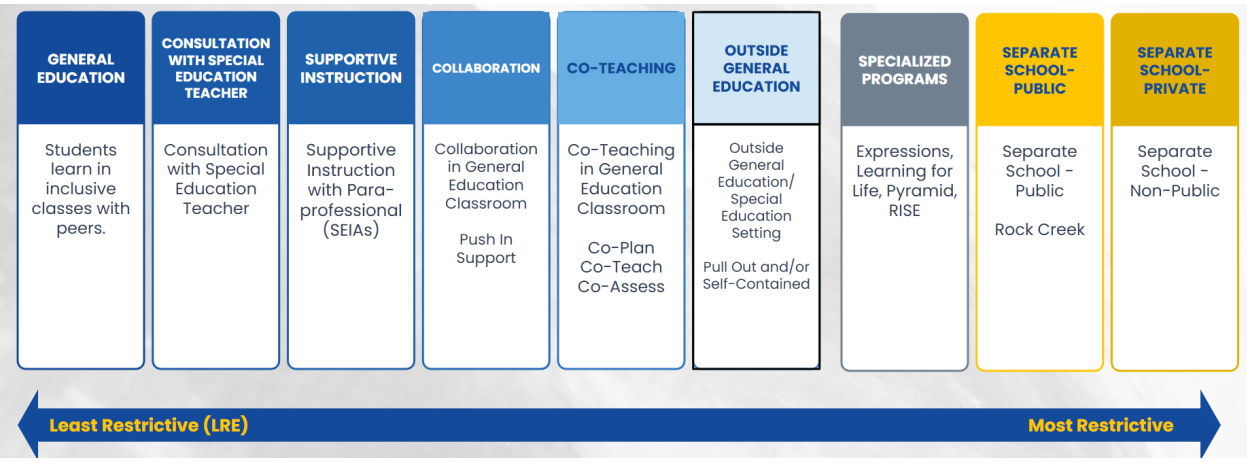
Least Restrictive Environment (LRE)

The least restrictive environment is part of the Individuals with Disability Education Act (IDEA). Under § 1412 (a)(5) of U.S. Code Title 20, students with disabilities should be educated in general classes to the "maximum extent appropriate."

The term "environment" in least restrictive environment can be interpreted to imply that LRE is a place or location. In fact, LRE does not merely refer to a particular setting. Rather, identifying the LRE involves program decisions about what services and supports a student needs to be successful and where and how those services and supports can be provided effectively.

Placement decisions are made at least annually by the IEP team that includes the student's parents and others who are knowledgeable about the student, the meaning of the evaluation data, and the placement options. When determining placement decisions, the IEP team should consider the full range of options that might be appropriate based on the individual needs of the student and the environment in which the student will most likely achieve progress. The IEP team must document the reasons for any decision that results in the student's services being delivered outside of the general education classroom.



Service Delivery Models within the Continuum of Services

The continuum of services identifies different service delivery models to provide specially designed instruction to a student with a disability. The Special Education Technical Assistance tool can assist school teams with a comprehensive review of the student with considerations and guiding questions to help determine the needs of the student.

Resources:
Stein, E. (2023). Elevating Co-teaching with Universal Design for Learning. CAST.
Honigsfeld, A., & Dove, M. G. (2021). Co-Planning. Corwin Press.
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Continuum of Services Available at Home School

General Education

Students with disabilities learn alongside their peers in the general education classroom. The general education teacher provides instruction and implements individualized accommodations and supplementary aids and services, in collaboration with appropriate staff, as outlined in the student's IEP. These supports address disability-related barriers and help students access the curriculum, participate meaningfully in classroom activities, and demonstrate their learning. Accommodations adjust how students access instruction or demonstrate their knowledge without reducing learning expectations, while supplementary aids and services provide additional supports needed to learn alongside peers without disabilities.

Consultation with Special Education Teacher

No direct services are provided to students with disabilities who are learning alongside their non-disabled peers with the implementation of their IEP. There is a range of special education services in the general education setting offered at each school to meet students' individual needs.

Supportive Instruction

Supportive instruction is assistance provided by a Special Education Instructional Assistant (SEIA), under the direction and supervision of general and special education teachers, to help students with disabilities access instruction and participate meaningfully alongside their peers in the general education classroom. The SEIA reinforces teacher-planned instruction, assists with implementing IEP accommodations and supports, and promotes engagement, peer interaction, and increasing independence. This support supplements, not replaces, the instruction and oversight provided by certificated teachers.

Collaboration (Push-In)

Special educators schedule services on a flexible basis. Schedules are coordinated with the general educator based on student needs in inclusive classrooms where student(s) with disabilities are accessing the general education curriculum. The push-in model is not a traditional "co-teaching" model. The special educator may provide services in multiple classrooms within the same instructional period. In the push-in model, the special educator's role can include but is not limited to modifying curricular resources, planning with the content teacher(s), and leading differentiated groups, as well as

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Honigsfeld, A., & Dove, M. G. (2021). Co-Planning. Corwin Press.
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planning and implementing pre-teaching, re-teaching or modified versions of any learning episodes.

Co-Teaching

Overview of co-teaching is defined as a partnership between two teachers that includes shared planning, instruction, and assessment of students with and without disabilities.

Co-teaching is two teachers teaching in the same classroom using an agreed upon lesson plan with established roles and responsibilities.

Co-planning is two teachers using student data to drive instruction.

- Based on the data, what structures must the teachers establish in order to teach grade level standards?
- What do students need to know by the end of the lesson?
- How will we teach the concepts?

Co-assessing is two teachers using student data to determine student mastery of the learning objective.

- Which students showed mastery of the assignment?
- For those students that did not, what will we do differently to assist in their learning achievement?

FCPS is promoting the following effective Co-Teaching Models:

Station teaching

Students are grouped strategically to receive direct instruction in small groups in a rotation structure.

- Provides both teachers with an active instructional role
- Allows teachers to use flexible grouping to tailor teaching to each group's needs
- Lowers the student-teacher ratio

Parallel teaching

Both teachers are responsible for teaching the same lesson. The students are divided two groups and teach simultaneously

- Provides both teachers with an active instructional role
- Allows for small group instruction, which can be especially helpful for students who learn and think differently
- Affords students the chance to ask more questions during lesson time

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- Maintains the academic rigor of a demanding lesson, but splits the responsibility between both teachers

Team teaching

Both educators share planning and delivery of instruction to the large group.

Capitalizes on two teachers' expertise and instructional strategies

- Provides both teachers with an active instructional role
- Models multiple ways of presenting and engaging with information
- Provides more opportunities to pursue teachable moments that may arise

Outside General Education

Open Resource- An open resource room is available to students with an IEP at any point during their instructional day for access to accommodations, supplementary aids and services, test preparation or completion, completing assignments, guided practice with emerging skills, and/or re-teaching. Students should not access the resource room during direct instruction of their content area classes. The resource room is open throughout the day and is monitored by a trained staff member (special educator, SEIA, general educator, etc.).

Resource/Pull-Out/Self-Contained- Students are scheduled to meet with a provider to support IEP implementation, including accommodations, supplemental aids, goals/objectives instruction, pre-teaching, or re-teaching. The student's service hours on his or her IEP reflect how often and how long a student is "pulled" for the resource service. Best practice suggests that students are pulled during non-academic times or non-direct instruction. This location can be in a special educators' classroom or in any specified room in the school.

Self-Contained- A setting in which a student receives all instruction for a designated content area from a certificated special education teacher in a separate special education classroom. Instruction is specially designed to address the student's individual learning needs and implement the student's IEP. Students may participate in general education classrooms for other content areas and school activities.

Resources:
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Continuum of Services Available Outside of Home School

Specialized Programs	District-operated special education programs that provide intensive, individualized instruction and support within a general education school. These programs typically offer small, structured classrooms, increased adult support, and instruction addressing students' academic, communication, behavioral, social-emotional, and/or adaptive needs. Students participate in general education classes and activities with peers without disabilities as appropriate to their individual needs and IEPs. FCPS examples include Expressions, Learning for Life, Pyramid, and RISE.
Separate Day (Public)	A publicly operated, nonresidential school specifically designed to serve students with disabilities in a setting separate from a general education school. Students receive specially designed instruction, related services, and coordinated supports to address significant academic, functional, communication, behavioral, and/or medical needs. Rock Creek School is FCPS's public separate day school.
Separate Day (Private/Non-Public)	A privately operated, state-approved special education school that provides individualized instruction, related services, and specialized supports in a nonresidential setting. Within the district's continuum of services, placement is arranged through the IEP process when a student requires services that cannot be provided appropriately in a public school program. Students attend during the school day rather than living at the school, and district-arranged placements are publicly funded.

It is important to note that each school team must exhaust all service models at the student's home school prior to considering a more restrictive environment. When providing students access to specially designed instruction, the team must review whole child supports which include social-emotional learning and behavioral needs. A BIP is not created for the purpose to shift a student to a more restrictive placement. A BIP is designed to assist the school team with identifying additional interventions to support the child in the home school setting.

FCPS Systemic Continuum- Specialized Programs

The systemic continuum of services include programs beyond the school-based programs. These programs are uniquely developed to meet the needs of students. Within the chart, each program is defined to outline the services provided and information to guide school teams as well as an understanding of what each program offers. The following programming is

Resources:
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available within Frederick County Public Schools to meet the unique needs of our students.

FCPS Systemic Continuum	
Special Education Pre-Kindergarten	FCPS offers an educational program at selected sites for children ages 3-5 who require support through a variety of opportunities. FCPS offers: - Half day Inclusive Pre-K (3 years of age) - Half day self-contained Pre-K (3 years of age) - Full day traditional Pre-K with services outlined in the IEP (4 years of age) - Full day Inclusive Special Education Pre-K (4 years of age) - Full day self-contained Pre-K (4 years of age)
Expressions	Expressions provides integrated and enhanced special education support for students with functional communication needs. Students are provided with a variety of communication methods, as they develop verbal speech and/or functional communication in a small, structured classroom with opportunities for inclusion. The program uses a variety of instructional strategies and evidence-based practices, including principles aligned with Applied Behavioral Analysis. Programs are staffed with a high adult-to-student ratio. Students work on the Essential Elements of the Maryland College & Career Readiness Standards, adaptive, self-advocacy, life, and functional communication skills. Students pursue a High School Certificate of Completion and however, graduation status is revisited annually beginning in third grade.

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FCPS Systemic Continuum

Available for students in grades Kindergarten- 12:

- Designed for students who exhibit needs in the following areas:
  - Academics
  - Adaptive Functioning
  - Cognitive Functioning
  - Communication
    - Most prominently, students in Expressions require training in functional communication skills.

Each IEP team will identify opportunities for inclusion with non-disabled peers to the maximum extent possible.

Learning for Life (L4L):

L4L is a special education program within a comprehensive school providing students with a small structured learning environment focused on functional academics, daily living skills and pre-vocational/vocational training. L4L provides integrated support to students with a variety of developmental and cognitive disabilities in a small, structured classroom with opportunities for inclusion with non-disabled peers, as appropriate. Students learn functional academic and life skills and receive instruction in Essential Elements. Students pursue a High School Certificate of Completion, however, graduation status is revisited annually beginning in third grade.

L4L provides integrated and enhanced special education support for students with significant cognitive impairments and other disabilities. The program uses a variety of instructional strategies and evidence based practices. Programs are staffed with a high adult-to-student ratio.

Resources:
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	Available for students in grades Kindergarten- 12:
	● Designed for students who exhibit needs in the following areas:
	  ● Academics
	  ● Adaptive Functioning
	  ● Cognitive Functioning
	  ● Communication
	Each IEP team will identify opportunities for inclusion with non-disabled peers to the maximum extent possible.
	
	Students work on the Essential Elements of the Maryland College & Career Readiness Standards, adaptive, self advocacy, life, and communication skills.
	
	Students enrolled in a L4L program who have completed at least four years beyond grade 8 or its age equivalent should be considered for FCPS's Secondary Transition program, Success Academy.

Pyramid Program	Pyramid provides integrated support to students with significant social and emotional needs. Intensive special education and therapeutic services are offered in a small, structured setting within a general education school. Students have opportunities for inclusion in general education classes with non-disabled peers, as appropriate, and are pursuing a high school diploma.
	The Pyramid Program is a special education program along the continuum of services for students who have not responded to prior special education interventions at their home school. The purpose of the Pyramid Program is to support students through the use of specially designed instruction with daily behavioral, self-regulation, mental health, and academic needs. The Pyramid Program provides a small group setting with high staff to student ratio in an environment working towards grade-level curricular standards with opportunities for inclusion with non-disabled peers. Available for students in grades Kindergarten - 12: ● Designed for students who exhibit needs in one or more of the following areas:

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Honigsfeld, A., & Dove, M. (2022). Portraits of Collaboration. Seidlitz Education.
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	• Mental Health • Students may have experienced trauma and may benefit from counseling/therapy • Behavior • Self Regulation • Social Skills • Peer Relationships • Adult Relationships • Executive Functioning Skills • Each IEP team will establish reintegration criteria to identify steps for students to access opportunities with non-disabled peers to the maximum extent possible.
Success Academy	Success Academy is a transition–education program for students ages 18-21 who have an IEP and are pursuing a Maryland High School Certificate of Completion. Students considered for the program have completed at least four years in a comprehensive high school, have had work experience, and exhibit potential for competitive employment. The program focuses on developing skills for independent living and functional academics and offers students a range of employment opportunities.
Rock Creek School (RCS)	RCS is a special education public separate day school that serves diverse functional academic, medical, and behavioral needs, as appropriate, for students ages 3-21 who have significant cognitive disabilities and are working on a Maryland High School Certificate of Completion. While there is an emphasis on functional academics, instruction is also based on the Essential Elements of the Maryland College and Career Ready Standards with modifications. Communication, decision-making, interpersonal, career/vocational, recreational/leisure, and community-based skills, as well as other IEP needs, are addressed, as appropriate. Related services may include adapted art, music, physical education, and assistive technology.
	Available for students in grades Pre-Kindergarten- 12: • Designed for students who exhibit needs in the following areas: • Academics

Resources:
Stein, E. (2023). Elevating Co-teaching with Universal Design for Learning. CAST.
Honigsfeld, A., & Dove, M. G. (2021). Co-Planning. Corwin Press.
Honigsfeld, A., & Dove, M. (2022). Portraits of Collaboration. Seidlitz Education.
Murawski, W. W., Dieker, L., & Council For Exceptional Children. (2013). Leading the co-teaching dance : leadership strategies to enhance team outcomes. Council For Exceptional Children.

	● Adaptive Functioning ● Cognitive Functioning ● Communication Students' needs are such that the benefits of a separate special education day school outweigh the harmful effects of no inclusive opportunity with non-disabled peers. Students pursue a High School Certificate of Completion, however graduation status is revisited annually beginning in third grade.
FCPS-Responsive Interventions for Student Excellence (RISE)	FCPS RISE (Responsive Interventions for Student Excellence) is available for students who exhibit social communication needs and have not shown IEP progress at their home campus. The purpose of RISE is to support students through the use of specially-designed instruction and evidence-based practices in the areas of social communication, pragmatics, executive functioning, behavior skills, and academic needs. The RISE program provides a small group setting with high staff to student ratio in an environment working towards grade-level curricular standards with opportunities for inclusion with non-disabled peers.

	<u>FCPS RISE:</u>
	● Available for students with disabilities in grades 3rd - 8th grade that are expected to earn a high school diploma
	● Each program classroom will have a capacity of seven to ten students
	● Implementation of evidence based interventions and applied behavior analysis methodology
	  ○ Social pragmatics
	  ○ Behavior Concerns
	  ○ Peer Relationships
	  ○ Adult Relationships
	  ○ Executive Functioning Skills
	● Academic issues that can be addressed through evidenced based interventions and accommodations
	● The purpose of the RISE classroom is to support students with daily behavioral, social skills, social communication, and academic needs
	● Skills learned in the RISE classroom are generalized in order to allow the student to access general education classes per each

Resources:
Stein, E. (2023). Elevating Co-teaching with Universal Design for Learning. CAST.
Honigsfeld, A., & Dove, M. G. (2021). Co-Planning. Corwin Press.
Honigsfeld, A., & Dove, M. (2022). Portraits of Collaboration. Seidlitz Education.
Murawski, W. W., Dieker, L., & Council For Exceptional Children. (2013). Leading the co-teaching dance : leadership strategies to enhance team outcomes. Council For Exceptional Children.

student's IEP
- Students will take part in academic, specials/electives, and extracurricular activities with general education students that range from academic, arts, and sports to apply learned social communication skills in an effort to prepare the student to transition back to their home campus, as applicable
- At least annually IEP teams will determine individualized criteria to determine the goals and steps necessary for each student to access the general education classroom to the maximum extent possible

Alternate Academic Achievement Standards

While the focus on the implementation of consistent standards and high expectations applies to all students, the law recognizes that a small group of students with the most significant cognitive disabilities may be unable to achieve the standards that apply to all students, even with the provision of extensive and intensive specially designed instruction, supports and accommodations. These students require instruction and standards that are modified to focus on essential grade level skills and allow for intensive direct instruction and repeated practice of skills. Their educational attainment is measured through an Alternate Assessment that is based on the Maryland College Career Readiness Standards (MCCRS) but aligned to alternate academic achievement standards that reflect reduced complexity, breadth, and depth. Instruction and assessment based on this Alternate Education Framework may not allow the student to earn course credits and acquire the skills necessary to receive a Maryland High School Diploma. For any student with an IEP that may require alternate standards and/or assessment, an IEP team must discuss the criteria annually.

For more information, teams can review MSDE's guidance for the Alternate Education Framework.
Students that access alternate standards and assessments in the general education setting will receive a modified/adapted curriculum provided to the general education teachers by the special education teacher/case manager.

Grading

All students with IEPs receive grades that adhere to the following regulations, this also highlights students who are accessing Alternate Academic Achievement Standards:

- Regulation 416-02: Grading, Reporting, and Intervention – Elementary
- Regulation 416-01: Grading, Reporting, and Intervention - Secondary

Resources:
Stein, E. (2023). Elevating Co-teaching with Universal Design for Learning. CAST.
Honigsfeld, A., & Dove, M. G. (2021). Co-Planning. Corwin Press.
Honigsfeld, A., & Dove, M. (2022). Portraits of Collaboration. Seidlitz Education.
Murawski, W. W., Dieker, L., & Council For Exceptional Children. (2013). Leading the co-teaching dance : leadership strategies to enhance team outcomes. Council For Exceptional Children.

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	6. Board Items
Subject	6.03 Policy 427, Religious Expression
Type	Information, Discussion, Action
Suggested Action	Board approval of Policy 427, Religious Expression
Department(s)	Legal Services
Goal(s)	Goal 5 - Student & Staff Experience - FCPS will promote a culture fostering wellness and civility for students and staff.

Content
PURPOSE OF PRESENTATION:
1st Reading

PROCESS STATEMENT:
Policy 427, Religious Expression, is presented today for the Board of Education's first reading (Summary_backup1, Analysis_backup2, Clean_backup3, and Redlined_backup4).

PRESENTER(S) & TITLE(S):
Steven N. Blivess, Esq., Chief Legal Counsel

SUBMITTED BY:
Steven N. Blivess, Esq., Chief Legal Counsel

ATTACHMENT(S):
2026.10.07 Policy 427 Religious Expression (Summary) (1st Reading)_backup1.pdf
2026.10.07 Policy 427 Religious Expression (Analysis) (1st Reading)_backup2.pdf
2026.10.07 Policy 427 Religious Expression (Draft - Clean) (1st Reading)_backup3.pdf
2026.10.07 Policy 427 Religious Expression (Draft - Redlined) (1st Reading)_backup4.pdf

Legal Services
191 South East Street
Frederick, MD 21701
(240) 586-8606 phone
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Steven N. Blivess, Esq.
Chief Legal Counsel

Frederick County Public Schools
INSPIRE ★ MOTIVATE ★ INNOVATE

Associate General Counsel
Michael A. DuBey, Esq.
Michelle D. Pycha, Esq.

Paralegal
Cindy M. Guilday
Nichole A. Szczesny

Executive Assistant
Zoe L. Carson

Policy 427, Religious Expression
Proposed Changes

Page No.	Paragraph No.	Summary of Changes
1	A	Expanded the purpose statement to emphasize both Free Exercise and Establishment Clauses.
1	B	Added definitions for "Government Speech", "Personal time", and "Private Speech". Updated the definitions for "Proselytizing" and "Religion" to align with other policies and regulations.
1	C(1)	Revised policy statement to include both Free Exercise and Establishment Clauses, specify neutrality, and clarify government vs. private religious speech.
1-2	C(3)	Added to the policy statement to clarify limitations on what schools may do when teaching about religion.
2	D(1)	Clarified staff neutrality by defining roles as public officials vs. private individuals.
2	D(2)	Clarified prohibition on teacher advocacy; incorporated requirements for curriculum materials, guest speakers, and religious symbols.
2	D(3)	Clarified mandatory requirement for excusal from assignments, replacing discretionary language.
2	D(4)	Streamlined section by relocating language to a distinct part of the policy for clarity and organization.
3	D(5)	Clarified parameters for student prayer rights, outlined staff supervision responsibilities, and emphasized safeguards against coercion.
3	D(6)	Updated references to Equal Access Act and FCPS regulations.
3-4	D(7)-(9)	Created distinct sections to clarify facility use neutrality, establish procedures for distribution of religious texts, and outline Superintendent responsibilities.
4-5	E	Updated related references to policies, regulations, statutes, and federal guidance.

Frederick County Public Schools
Board of Education
POLICY ANALYSIS FORM

Policy Title: Religious Expression
Policy No. 427

Policy Committee Recommendation (Select 1):
☐ Adoption of a New Policy (Skip Section I, Complete Section II)
☐ Technical Amendment to an Existing Policy (Complete Section I, Skip Section II)
☒ Substantive (Non-Technical) Amendment to an Existing Policy (Skip Section I, Complete Section II)
☐ Decommission of an Existing Policy (Complete Section I, Skip Section II)
☐ No change to the Policy (No further action is required)

Section I – Technical Amendments, Decommission

1. Select the nature of the amendment:
   ☐ Technical amendment to comply with federal, state, or local law
   ☐ Technical amendment to bring the policy into alignment with a more recently enacted Board policy
   ☐ Technical amendment to apply the new template to an existing policy without substantive changes
   ☐ Technical amendment to update directory information (FCPS office names, phone numbers, etc.)
   ☐ Decommission

2. Describe the amendment being proposed:

   Click or tap here to enter text.

3. Will the technical amendment to the policy or decommissioning of the policy affect FCPS charter schools? ☐ Yes ☐ No
   If "Yes", describe how.

   Click or tap here to enter text.

Section II – New Policy, Substantive (Non-Technical) Amendments

1. What issue or question is being addressed?

   Policy 427 is being reviewed in accordance with the Board's regular schedule for policy review. Updates are being made to align with current law and to provide clarity, consistency, and guidance in the application of religious neutrality within schools.

2. Is there a fiscal impact? ☐ Yes ☒ No
   If "Yes", describe or attach a cost analysis and/or fiscal impact statement.

   N/A

3. Does this policy relate to other Board policies or to FCPS regulations? ☒ Yes ☐ No

If "Yes", identify the related policies and/or regulations.

Policy 203, Facilities and Grounds
Policy 432, Guest Speakers
Policy 500, Approval of Curriculum and Instructional Materials
Policy 501, Selection and Approval of Library Media Materials
Policy 513, Distribution of Informational Materials
Policy 516, Teaching of Potentially Controversial Issues/Use of Historical Artifacts
Regulation 203-01, *Rental of School Facilities* (formerly 100-01)
Regulation 432-01, *Guest Speakers* (formerly 300-12)
Regulation 500-01, *Curriculum, Courses, and Instructional Resources* (formerly 500-35)
Regulation 509-01, *Student Clubs* (formerly 400-58)
Regulation 513-01, *Distribution of Informational Materials* (formerly 400-30)
Regulation 516-01*, Teaching of Potentially Controversial Issues/Use of Historical Artifacts* (formerly 500-40)

4. Are there any legal requirements (federal, state, or local law or regulation or judicial decision) that mandates the policy or standards within the policy? ☒ Yes ☐ No
   If "Yes", provide the citation to the legal requirement and a brief description of the requirement.

   COMAR 13A.04.04.01, *Religious Education Not the Province of Public Schools*
   Md. Code Ann., Educ. § 7-104
   The Equal Access Act (20 U.S.C. §4071[b])
   Every Student Succeeds Act (ESEA), 20 USC § 7904(a)
   U.S. Const., First Amendment

5. Check the box next to each Maryland LEA whose policies were reviewed in preparing this policy. If you did not review other LEA policies, check the "None" box.

☐ Allegany	☒ Anne Arundel	☒ Baltimore City	☐ Baltimore County
☐ Calvert	☐ Caroline	☐ Carroll	☐ Cecil
☐ Charles	☐ Dorchester	☐ Garrett	☒ Harford
☒ Howard	☐ Kent	☐ Montgomery	☒ Prince George's
☐ Queen Anne's	☐ Somerset	☐ St. Mary's	☐ Talbot
☒ Washington	☐ Wicomico	☐ Worcester	☐ None

6. Is a draft attached? ☒ Yes ☐ No
   If "No," explain why not.

   N/A

7. What alternatives to the new policy or policy change were considered by staff?

   None.

8. Will the policy or policy change affect FCPS charter schools? ☒ Yes ☐ No
   If "Yes", describe how.

Changes will apply equally to all FCPS schools, including the charters.

9. Will the Superintendent be required to report on the implementation of the policy? ☐ Yes ☒ No
   If "Yes", describe how.

   N/A

10. What is the timeline for the adoption of the policy?

    Immediately.

Section III – Recommendation Approval

Recommendation by: Steven N. Blivers **11/19/25**
Superintendent's Designee

Approved by the Policy Committee on: 11/19/2025

A. Policy Purpose

To establish guidelines related to the First Amendment right to the free exercise of religion and the Establishment Clause's prohibition on government-endorsed religion in a public school setting.

B. Definitions

1. "Government Speech" is defined to mean speech commissioned or created by the government with the expectation that the speech will be delivered by an employee in the ordinary course and scope of the employee's duties.

2. "Personal time" is defined to mean time during the workday when employees are free to engage in personal matters.

3. "Private Speech" is defined to mean speaking as a citizen addressing a matter of public concern and not in an individual's capacity as a public official or while engaged in the ordinary course and scope of their work duties.

4. "Proselytizing" is defined to mean an attempt to convert another to one's own beliefs.

5. "Religion" is defined to mean a recognized system of belief or worship encompassing the nature of a deity and/or reality and the relationship of human beings to that deity and/or reality.

C. Policy Statement

1. The Board of Education of Frederick County (Board) recognizes and accepts its responsibility to uphold the Establishment and Free Exercise Clause of the First Amendment, which states: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." Consistent with this responsibility, the Board acknowledges the vital distinction between government speech endorsing religion, which the Establishment Clause forbids, and private speech endorsing religion, which the Free Exercise Clause and the Free Speech Clause protect.

2. The Board further recognizes the significant role religion has played in the public life, arts, and culture of this nation and the world and supports the inclusion of religious history and tradition where appropriate in the curriculum. Such instruction must not seek to convert, proselytize, prescribe prayer or favor or exclude a particular religion, nor compromise or infringe upon the religious beliefs or practices of students or staff.

D. Implementation

1. **Official Neutrality Regarding Religious Activity**
   a. School employees and volunteers, when acting in their official capacities as public officials, are representatives of the state and are prohibited by the Establishment Clause of the First Amendment from actively participating in such activity with students.
   b. Under the Free Exercise Clause, employees may engage in religious activity as private individuals during private, personal time with the understanding that such activity is not directed at students for the purpose of seeking students to participate.

2. **Teaching About Religion**
   a. Although teachers shall not advocate or proselytize a religious viewpoint during instruction, teachers may teach about religion in the context of the history of religion, comparative religion, scripture as literature, and the role of religion in the history of the United States and other countries. Similarly it is permissible to consider religious influences on art, music, literature, and social studies.
   b. Teachers may teach about religious aspects of the holidays and schools may celebrate the secular aspects of holidays.
   c. Instructional materials on religion or which include information about religion shall be selected in accordance with the requirements of Board Policy and FCPS Regulation.
   d. Guest speakers may be invited to address the study of religion and religious influences in accordance with the requirements of Board Policy and FCPS Regulation.
   e. Religious symbols may be used as teaching aids or resources as examples of cultural or religious heritage or to celebrate the secular aspects of a holiday. Such symbols, however, shall not be displayed for devotional purposes and may be displayed only on a temporary basis as part of the academic program.

3. **Student Requests for Excusal Due to Religious Reasons.** Students shall be excused from an assignment or classroom discussion if their participation substantially burdens their religious beliefs. Absent a compelling curricular-related reason, requests shall not be unreasonably denied. If approved, the student shall be provided an alternative assignment by the teacher.

4. **Graduation Prayer and Baccalaureates.** School officials may not mandate or organize prayer at graduation ceremonies nor organize religious baccalaureate services.

5. **Student Prayer and Religious Discussion**
   a. Students have the same right to engage in student-directed individual or group prayer and religious discussion during the school day as they do to engage in other comparable activity, subject to the same rules designed to prevent the material disruption of the educational program that are applied to other privately-initiated expressive activities. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent they may engage in comparable, nondisruptive activities.
   b. Students may express their beliefs about religion in homework, artwork, and other written and oral assignments. Such work will be evaluated by ordinary academic standards of substance, relevance, and other legitimate pedagogical objectives.

c. The principal may exercise discretion to impose rules of order and other pedagogical restrictions on student activities and may intercede to stop student speech that constitutes harassment aimed at a student or a group of students.
d. Students may elect to participate in before or after school events or gatherings on the same terms that they may participate in other noncurricular activities on school premises. School system employees may be present to monitor for supervision and may only participate in their capacity as a private individual. In doing so, staff must be cautious to not promote or discourage participation in the activity. When acting as public officials on behalf of FCPS, staff are prohibited from actively participating with students.
e. Teachers and administrators should ensure that no student is in any way coerced to participate in a religious activity. In addition, school officials should neither encourage nor discourage participation in student-run activities based upon the activity's religious character or perspective.

6. **Student Clubs.** At the secondary level, a student or a group of students may conduct or organize a religious club as allowed under The Equal Access Act and according to procedures outlined in FCPS Regulation 509-01, *Student Clubs* (formerly 400-58).

7. **Facility Use.** FCPS facilities made available pursuant to Board Policy and FCPS Regulation for community use must be made available on the same terms to organizers of privately-sponsored religious services.

8. **Distribution of Religious Texts.** A school administrator may permit a religious organization to distribute religious texts in the school provided that the display of the religious text for distribution is limited in duration, is located in a place intended for the distribution of the text to adults and not to students, is accompanied by a sign disclaiming association with the school and school staff, and the religious organization retrieves any remaining copies of the religious text at the end of the distribution period.

9. The Superintendent is directed to:
   a. Include this Policy by reference in the Student Code of Conduct and Parent Handbook and in the Employee Code of Conduct; and
   b. Implement a regulation in support of this Policy.

E. Related Information

1. **Board Policy**
   a. Policy 203, *Facilities and Grounds*
   (https://apps.fcps.org/legal/documents/203)
   b. Policy 432, *Guest Speakers*
   (https://apps.fcps.org/legal/documents/432)
   c. Policy 500, *Approval of Curriculum and Instructional Materials*
   (https://apps.fcps.org/legal/documents/500)
   d. Policy 501, *Selection and Approval of Library Media Materials*
   (https://apps.fcps.org/legal/documents/501)

e. Policy 513, *Distribution of Informational Materials*
(https://apps.fcps.org/legal/documents/513)
f. Policy 516, *Teaching of Potentially Controversial Issues/Use of Historical Artifacts*
(https://apps.fcps.org/legal/documents/516)

2. **Code of Maryland Regulations (COMAR)**
   a. COMAR 13A.04.04.01, *Religious Education Not the Province of Public Schools*
   (https://fcps-md.info/COMAR_13A-04-04-01)

3. **External Resources**
   a. U.S. Department of Education, *Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools* (Last Reviewed: September 21, 2026)
   (https://fcps-md.info/USDOE_Guidance_Religious_Expression_In_School)

4. **FCPS Regulations**
   a. Regulation 203-01, *Rental of School Facilities* (formerly 100-01)
   (https://apps.fcps.org/legal/documents/203-01)
   b. Regulation 432-01, *Guest Speakers* (formerly 300-12)
   (https://apps.fcps.org/legal/documents/432-01)
   c. Regulation 500-01, *Curriculum, Courses, and Instructional Resources* (formerly 500-35)
   (https://apps.fcps.org/legal/documents/500-01)
   d. Regulation 509-01, *Student Clubs* (formerly 400-58)
   (https://apps.fcps.org/legal/documents/509-01)
   e. Regulation 513-01, *Distribution of Informational Materials* (formerly 400-30)
   (https://apps.fcps.org/legal/documents/513-01)
   f. Regulation 516-01, *Teaching of Potentially Controversial Issues/Use of Historical Artifacts* (formerly 500-40)
   (https://apps.fcps.org/legal/documents/516-01)

5. **FCPS Resources**
   a. FCPS / Staff / Employee Code of Conduct
   (https://www.fcps.org/staff/employee_code_of_conduct)
   b. FCPS / Families & Students / Student Code of Conduct
   (https://www.fcps.org/families_students/student_code_of_conduct)

6. **Federal Law**
   a. The Equal Access Act (20 U.S.C. §4071[b])
   (https://fcps-md.info/EAA_20_USC_4071)
   b. Every Student Succeeds Act (ESEA), 20 USC § 7904(a)
   (https://fcps-md.info/ESEA_20_USC_7904)
   c. U.S. Const., First Amendment
   (https://fcps-md.info/First_Amendment)

7. **Maryland Statutes**

a. Md. Code Ann., Educ. § 7-104
(https://fcps-md.info/MD_Educ_Code_7-104)

F. Policy History (Maintained by Legal Services)

Responsible Office	Legal Services
Adoption Dates	01/10/07
Review Dates	
Revision Dates	09/09/20; 11/09/22; XX/XX/XX

A. Policy Purpose

[~~To provide expectations related to religious expression during the school day and school-sponsored activities in compliance with federally issued guidance and case law.~~] [To establish guidelines related to the First Amendment right to the free exercise of religion and the Establishment Clause's prohibition on government-endorsed religion in a public school setting.]

B. Definitions

1. ["Government Speech" is defined to mean speech commissioned or created by the government with the expectation that the speech will be delivered by an employee in the ordinary course and scope of the employee's duties.

2. "Personal time" is defined to mean time during the workday when employees are free to engage in personal matters.

3. "Private Speech" is defined to mean speaking as a citizen addressing a matter of public concern and not in an individual's capacity as a public official or while engaged in the ordinary course and scope of their work duties.

4. "]Proselytizing["] [~~—Attempting~~] [is defined to mean an attempt] to convert another to one's own beliefs.

5. ["]Religion["] [~~—A~~] [is defined to mean a] recognized system of belief or worship encompassing the nature of a deity and/or reality and the relationship of human beings to that deity and/or reality.

C. Policy Statement

1. The Board of Education of Frederick County (Board) recognizes and accepts its responsibility to uphold the [Establishment and] Free Exercise [~~and Establishment~~] Clause of the First Amendment, [~~specifically~~] [which states]: "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof." [~~Public schools may neither advance nor inhibit any religion but should exercise neutrality toward religion in its policies.~~] [Consistent with this responsibility, the Board acknowledges the vital distinction between government speech endorsing religion, which the Establishment Clause forbids, and private speech endorsing religion, which the Free Exercise Clause and the Free Speech Clause protect.]

2. The Board further recognizes the significant role religion has played in the public life, arts, and culture of this nation and the world and supports the inclusion of religious history and

tradition where appropriate in the curriculum. Such instruction must not seek to convert, proselytize, [prescribe prayer] or favor or exclude a particular religion, nor compromise or infringe upon the religious beliefs or practices of students or staff.

D. Implementation

1. **[~~427.3~~] Official Neutrality Regarding Religious Activity**
   a. School employees and volunteers, when acting in their official capacities [as public officials], are representatives of the state and are prohibited by the Establishment Clause of the First Amendment from actively participating in such activity with students.
   b. Under the Free Exercise Clause, employees may engage in religious activity [as private individuals] during private, personal time with the understanding that such activity is not directed at students for the purpose of seeking students to participate. [~~Note: The Supreme Court has defined personal time during the workday as time when employees are free to engage in personal matters.~~]

2. **[~~427.4~~] Teaching About Religion**
   a. Although teachers [~~are not to~~] [shall not] advocate or proselytize a religious viewpoint during instruction, teachers may teach about religion in the context of the history of religion, comparative religion, scripture as literature, and the role of religion in the history of the United States and other countries. Similarly it is permissible to consider religious influences on art, music, literature, and social studies[.]
   b. Teachers may teach about religious aspects of the holidays and schools may celebrate the secular aspects of holidays.
   c. [Instructional materials on religion or which include information about religion shall be selected in accordance with the requirements of Board Policy and FCPS Regulation.
   d. Guest speakers may be invited to address the study of religion and religious influences in accordance with the requirements of Board Policy and FCPS Regulation.
   e. Religious symbols may be used as teaching aids or resources as examples of cultural or religious heritage or to celebrate the secular aspects of a holiday. Such symbols, however, shall not be displayed for devotional purposes and may be displayed only on a temporary basis as part of the academic program.]

3. **[~~427.5~~] Student Requests for Excusal Due to Religious Reasons.** Students [~~may~~] [shall] be excused from an assignment or classroom discussion if their participation substantially burdens their religious beliefs. Absent a compelling curricular-related reason, requests shall not be unreasonably denied. If approved, the student shall be provided an alternative assignment by the teacher.

4. **[~~427.2~~] Graduation Prayer and Baccalaureates.** [~~Under current Supreme Court decisions, s~~] [S]chool officials may not mandate or organize prayer at graduation ceremonies nor organize religious baccalaureate services. [~~If a school generally opens its facilities to private groups, it must make its facilities available on the same terms to organizers of privately sponsored religious baccalaureate services.~~]

5. [427.1] **Student Prayer and Religious Discussion**
   a. Students have the same right to engage in [student-directed] individual or group prayer and religious discussion during the school day as they do to engage in other comparable activity[, subject to the same rules designed to prevent the material disruption of the educational program that are applied to other privately-initiated expressive activities]. For example, students may read their Bibles or other scriptures, say grace before meals, and pray before tests to the same extent they may engage in comparable, nondisruptive activities.
   b. Students may express their beliefs about religion in homework, artwork, and other written and oral assignments. Such work will be evaluated by ordinary academic standards [of substance, relevance, and other legitimate pedagogical objectives].
   c. The principal may exercise discretion to impose rules of order and other pedagogical restrictions on student activities and may intercede to stop student speech that constitutes harassment aimed at a student or a group of students.
   d. Students may elect to participate in before or after school events [such as "See You at the Flagpole"][or] gatherings on the same terms that they may participate in other noncurricular activities on school premises. School system employees may be present to monitor for supervision [but may not actively participate with students][and may only participate in their capacity as a private individual. In doing so, staff must be cautious to not promote or discourage participation in the activity. When acting as public officials on behalf of FCPS, staff are prohibited from actively participating with students].
   e. Teachers and administrators should ensure that no student is in any way coerced to participate in a religious activity. [In addition, school officials should neither encourage nor discourage participation in student-run activities based upon the activity's religious character or perspective.]

6. [427.7] **Student Clubs.** At the secondary level, a student or a group of students may conduct or organize a religious club as allowed under The Equal Access Act [(20 U.S.C. §4071[b])] and according to procedures outlined in FCPS Regulation [400-58][509-01,] *Student Clubs* [(formerly 400-58)].

   [472.6 Teaching Values. Though schools must be neutral with respect to religion, they play an active role with respect to teaching the tenets of the Character Counts program. The fact that some of these values are also held by religions does not make it unlawful to teach them in school.]

   [427.8 Questions Regarding Religious Expression. Questions regarding religious expression should be directed to the FCPS Chief Legal Counsel.]

7. [**Facility Use.** FCPS facilities made available pursuant to Board Policy and FCPS Regulation for community use must be made available on the same terms to organizers of privately-sponsored religious services.

8. **Distribution of Religious Texts.** A school administrator may permit a religious organization to distribute religious texts in the school provided that the display of the

religious text for distribution is limited in duration, is located in a place intended for the distribution of the text to adults and not to students, is accompanied by a sign disclaiming association with the school and school staff, and the religious organization retrieves any remaining copies of the religious text at the end of the distribution period.

9. The Superintendent is directed to:
   a. Include this Policy by reference in the Student Code of Conduct and Parent Handbook and in the Employee Code of Conduct; and
   b. Implement a regulation in support of this Policy.]

E. Related Information

1. **[Board Policy**
   a. Policy 203, *Facilities and Grounds* (https://apps.fcps.org/legal/documents/203)
   b. Policy 432, *Guest Speakers* (https://apps.fcps.org/legal/documents/432)
   c. Policy 500, *Approval of Curriculum and Instructional Materials* (https://apps.fcps.org/legal/documents/500)
   d. Policy 501, *Selection and Approval of Library Media Materials* (https://apps.fcps.org/legal/documents/501)
   e. Policy 513, *Distribution of Informational Materials* (https://apps.fcps.org/legal/documents/513)
   f. Policy 516, *Teaching of Potentially Controversial Issues/Use of Historical Artifacts* (https://apps.fcps.org/legal/documents/516)]

2. **[Code of Maryland Regulations (COMAR)]**
   a. COMAR 13A.04.04.01, *Religious Education* [*Not the Province of Public Schools* (https://fcps-md.info/COMAR_13A-04-04-01)]

3. **[External Resources**
   a. U.S. Department of Education, *Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools* (Last Reviewed: [September 21, 2026)][~~January 14, 2025)~~] (https://fcps-md.info/USDOE_Guidance_Religious_Expression_In_School)]

4. **[FCPS Regulations]**
   a. [~~Regulation 400-58, *Student Clubs*~~]
   b. [Regulation 203-01, *Rental of School Facilities* (formerly 100-01) (https://apps.fcps.org/legal/documents/203-01)
   c. Regulation 432-01, *Guest Speakers* (formerly 300-12) (https://apps.fcps.org/legal/documents/432-01)
   d. Regulation 500-01, *Curriculum, Courses, and Instructional Resources* (formerly 500-35) (https://apps.fcps.org/legal/documents/500-01)
   e. Regulation 509-01, *Student Clubs* (formerly 400-58)

(https://apps.fcps.org/legal/documents/509-01)

f. Regulation 513-01, *Distribution of Informational Materials* (formerly 400-30) (https://apps.fcps.org/legal/documents/513-01)

g. Regulation 516-01, *Teaching of Potentially Controversial Issues/Use of Historical Artifacts* (formerly 500-40) (https://apps.fcps.org/legal/documents/516-01)

5. **FCPS Resources**
   a. FCPS / Staff / Employee Code of Conduct (https://www.fcps.org/staff/employee_code_of_conduct)
   b. FCPS / Families & Students / Student Code of Conduct (https://www.fcps.org/families_students/student_code_of_conduct)

6. **Federal Law**
   a. The Equal Access Act (20 U.S.C. §4071[b]) (https://fcps-md.info/EAA_20_USC_4071)]
   b. Every Student Succeeds Act (ESEA), 20 USC § 7904(a) [(https://fcps-md.info/ESEA_20_USC_7904)]
   c. U.S. Const., First Amendment [(https://fcps-md.info/First_Amendment)]

7. **[Maryland Statutes]**
   a. Md. Code Ann., Educ. § 7-104 [(https://fcps-md.info/MD_Educ_Code_7-104)]

F. Policy History (Maintained by Legal Services)

Responsible Office	Legal Services
Adoption Dates	01/10/07
Review Dates	
Revision Dates	09/09/20; 11/09/22[; XX/XX/XX]

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	7. Setting of the Next Meeting Agenda
Subject	7.01 Setting the Agenda for the October 21, 2026 Board of Education Meeting
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	8. Committee Reports and Legislative Updates
Subject	8.01 Legislative Updates
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	8. Committee Reports and Legislative Updates
Subject	8.02 Policy Committee Report
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	8. Committee Reports and Legislative Updates
Subject	8.03 Curriculum & Instruction Committee Report
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	8. Committee Reports and Legislative Updates
Subject	8.04 Committee Reports
Type	Information

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	9. Informational Items
Subject	9.01 Quarterly Agenda for Board Meetings
Type	Information

ATTACHMENT(S):
10.07.26 4th Q 26 Agenda Public.pdf

Quarterly Agenda for Board Meetings October – December 2026
This document is dynamic - changes will be made to it as needed to accommodate time sensitive business items

October 7
Board of Education Curriculum & Instruction Committee Meeting (10:00 a.m.)

October 7
Closed:
Administrative Function:
Business Items:
- Information Item (Information)
- Bid Item (Action)
- Office of the Ombuds Annual Report (SN) (Information/Discussion)
- Legislative Principles 2027 (DR) (Information/Discussion/Action)

Policy Items:
- Policy 405, Graduation (2nd Reading) (SB) (Information/Discussion/Action) – ***Work Session***
- Policy 124, Artificial Intelligence (Information/Discussion/Action) – ***Work Session***

System Recognitions:
- System Recognition: Dyslexia Awareness Month Proclamation (JB) (Action)
- System Recognition: Bullying Prevention Month Proclamation (JB) (Action)
- System Recognition: National Principals Month Proclamation (JA) (Action)
- System Recognition: National Hispanic Heritage Month Proclamation (DR) (Action)

Consent Items:
- Staffing Changes (SS) (Action/Consent)

Informational Items:
- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:
- Strategic Plan Key Performance Indicators Reporting: Priority 3 (KPI 11 & KPI 12) (JB/JA) (Information/Discussion/Action) ***– Evening***
- Special Education Update (JB) (Information/Discussion) – ***Evening***
- Policy 427, Religious Expression (1st Reading) (SB) (Information/Discussion/Action) – ***Evening***

October 21
Board of Education Policy Committee Meeting (9:30 a.m.)

October 21
Closed:
Administrative Function:
Business Items:
- Bid Calendar Items (Information)
- Information Items (Information)
- Renewal Items (Action)
- Fiscal Year 2028 Operating Budget Calendar (HC) (Information/Discussion/Action)
- Community Listening Session Debrief (DR) (Information/Discussion)

Policy Items:
- Policy 427, Religious Expression (1st Reading) (SB) (Information/Discussion/Action) – ***Work Session***

System Recognitions:
- Partnership Recognition (EP) (Information)

Consent Items:
- Staffing Changes (SS) (Action/Consent)

Informational Items:
- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:
- Strategic Plan Key Performance Indicators Reporting: Priority 1 & 5 (KPI 4, 5 & KPI 15) and BOE Access to Curriculum (Agenda Request) (KH/FV) (Information/Discussion) ***- Evening***
- Discussion regarding the MSEA ESP Bill of Rights (Agenda Request) (SS) (Information/Discussion/Action)
- Widening the Audience Agenda Request (DR) (Information/Discussion)

November 4
Board of Education Curriculum & Instruction Committee Meeting (10:00 a.m.)

November 4
Closed:
Administrative Function:
Business Items:
- Bid Calendar Items (Information)
- Information Items (Information)
- Bid Items (Action)
- Renewal Items (Action)
- Special Education Update (JB) (Information/Discussion) – ***Work Session***
- Cell Tower Lease Extension (PL) (Information/Discussion/Action)

Policy Items:
System Recognitions:
- National School Psychology Week Proclamation (JB) (Action)

Consent Items:
- Staffing Changes (SS) (Action/Consent)

Informational Items:
- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:
- Racial Equity Committee Annual Report (DR) (Information/Discussion)
- Presentation on Heather Ridge School (Agenda Request) (JA/JB) (Information/Discussion
- Adding Eid al Fitr to March 2027 Calendar Agenda Request (DR) (Information/Discussion/Action)

November 18
Board of Education Policy Committee Meeting (9:30 a.m.)

November 18
Closed:
Administrative Function:
Business Items:

- Bid Calendar Items (Information)
- Information Items (Information)
- Bid Items (Action)
- Renewal Items (Action)
- 2027-2028 Academic Calendar – Committee Recommendations (EP) (Information/Discussion/Action)
- Brunswick High School Replacement Schematic Design (PL) (Information/Discussion/Action)
- Setting of Quarterly Agenda, January – March (DR) (Information)

Policy Items:

System Recognitions:

- Educational Support Professionals Day Proclamation (SS) (Action)
- Veterans Day & Veteran in Education Service Award/Celebration/Recognition (EP) (Information)
- Inclusive Schools Week Proclamation (JB) (Action)

Consent Items:

- Staffing Changes (SS) (Action/Consent)

Informational Items:

- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:

- Strategic Plan Key Performance Indicators Reporting: Priority 1 (KPI 3) (Information/Discussion) (FV) **-** ***Evening***
- Policy 500, Approval of Curriculum and Instructional Materials (1st Reading) (SB) (Information/Discussion/Action) – ***Evening***
- Policy 510, Copyright Laws – Decommission (1st Reading) (SB) (Information/Discussion/Action) – ***Evening***

December 1
Board of Education Swearing-In Ceremony (10:00 a.m.)

December 9
Board of Education Election of Officers Meeting (2:30 p.m.)

December 9

Closed:

Administrative Function:

Business Items:

- Bid Calendar Items (Information)
- Information Items (Information)
- Bid Items (Action)
- Renewal Items (Action)
- Special Education Update (JB) (Information/Discussion) – ***Work Session***
- Board of Education Meeting Dates for next year (Board President) (Information/Discussion/Action)
- Fiscal Year 2025 Other Post-Employment Benefits (OPEB) Bi-Annual Actuarial Report and Contribution Study (HC) (Information/Discussion/Action)

Policy Items:

- Policy 500, Approval of Curriculum and Instructional Materials (2nd Reading) (SB) (Information/Discussion/Action) – ***Work Session***
- Policy 510, Copyright Laws – Decommission (2nd Reading) (SB) (Information/Discussion/Action) – ***Work Session***

System Recognitions:

Consent Items:

- Staffing Changes (SS) (Action/Consent)
- Textbook Approval (KH) (Action/Consent)
- Setting of Quarterly Agenda, January – March (BOE President) (Action/Consent)

Informational Items:

- Quarterly Agenda for Board Meetings (Information)
- Future Agenda Items (Information)

Evening:

- Special Education Citizens Advisory Committee (SECAC) Commendations & Recommendations (JB) (Information/Discussion) – ***Evening***
- Policy 501, Selection and Approval of Library Materials (1st Reading) (SB) (Information/Discussion/Action) – ***Evening***

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	9. Informational Items
Subject	9.02 Future Agenda Items
Type	Information

Content

Items that appear in this agenda item are for informational purposes only. The Agenda Item Request form is completed by a Board member when they would like for an item to appear on a future agenda. Once the requesting Board member obtains two (2) other Board member signatures, the item is placed on a future agenda. The Agenda Item Requests will be placed in the Informational Items section of the agenda to allow the public to see items that are being requested by Board members.

ATTACHMENT(S):

Agenda Request_Elected Officials & Policy 102_flat.pdf

Request to Add an Agenda Item

Board of Education

Board of Education
Frederick County, Maryland
191 South East Street
Frederick, Maryland 21701

Clear Form

Form # BOE-F01
September 2023

Topic: Allowance of Elected Officials Present at Board Meetings to speak without sign up

Policy: 102

Strategic Plan:

☐ **Goal 1**: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

☐ **Goal 2**: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

■ **Goal 3**: FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

■ **Goal 4**: FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.

☐ **Goal 5**: FCPS will promote a culture fostering wellness and civility for students and staff.

1. **Was your campaign endorsed by, or did your campaign receive a contribution from the group presenting**?
   Requestor ☐Yes ■No Supporter #1 ☐Yes ☐No Supporter #2 ☐Yes ☐No

2. **Are there any areas with this presenter that might appear as a conflict of interest?**
   Requestor ☐Yes ■No Supporter #1 ☐Yes ☐No Supporter #2 ☐Yes ☐No

3. **Board membership or affiliations with group presenting?**
   Requestor ☐Yes ■No Supporter #1 ☐Yes ☐No Supporter #2 ☐Yes ☐No

Provide an explanation for questions answered with a "yes"?

Recommended Action (Information, Discussion, Action):

Make an amendment to the policy to allow any duly elected official (Municipal, County, State, Federal) to give comment to the board of education without impacting citizens public comment. all

Submitted by: Colt Black **Date Submitted:** 9/23/2026

Supported by: [Names of two BOE Members who concur]

1. Chad Wilson
2. Jamie Brennan

Board of Education of Frederick County

Agenda Item Details

Meeting	October 7, 2026 - Board of Education Meeting
Category	10. Adjournment
Subject	10.01 Adjournment
Type	Procedure