# STUDENT SERVICES MANUAL

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I. ENROLLMENT IN SCHOOL

A. Admissions

1. School Enrollment Eligibility Age:
   • All individuals who are 5 years old or older, under age 21 and have not received a diploma, satisfied
     graduation requirements for a diploma, nor completed high school educational requirements in another
     country, shall be admitted free of charge to the public schools of this State.
   • A person may be included in the student count if he or she is not yet (and will not become) age 21 on
     the first day (opening day) of the school year. This person may become age 21 on some subsequent
     date in the same school year.

2. Undocumented Students:
   In 1982, the U.S. Supreme Court ruled in Plyler v. Doe [457 U.S. 202 (1982)] that undocumented children
   and young adults have the same right as U.S. citizens and permanent residents to attend public primary
   and secondary schools. Like other children, undocumented students are required under state laws to
   attend school until they reach a legally mandated age. As a result of the Plyler ruling, public schools may
   not:
   • Deny admission to a student during initial enrollment or at any other time on the basis of
     undocumented status;
   • Treat a student differently to verify residency;
   • Engage in any practices that “chill” or hinder the right of access to school;
   • Require students or parents to disclose or document their immigration status;
   • Require social security numbers as a requirement for admission to school, as this may
     expose undocumented status.

   Students will be assigned a number generated by the school. A parent/legal guardian who is applying for a
   free lunch and/or breakfast program for a student and does not have a social security number need only
   state on the application that they do not have a social security number.

   Also, the Family Educational Rights and Privacy Act (FERPA) prohibits schools from providing any outside
   agency – including the Immigration and Naturalization Service (INS) – with any information from a child’s
   school file that would expose the student’s undocumented status without first getting permission from the
   student’s parents. The only exception is if any agency gets a court order – known as a subpoena – which
   parents can then challenge. Schools should note that even requesting such permission from parents could
   act to “chill” a student’s Plyler rights.

   Finally, school personnel – especially building principals and those involved with student intake activities –
   should be aware that they are under no legal obligation to enforce U.S. immigration laws.

B. Implementation

   The Carroll County Public Schools will permit students who have not yet received a diploma, satisfied
   graduation requirements for a diploma, nor completed high school educational requirements in another
   country, to enter in a given year if they are not yet twenty-one years of age prior to the opening day of
   that school year. Students who have their twenty-first birthday before the opening day will not be
   admitted for that or subsequent school years. Appropriate plans should be made for such students
   through the pupil personnel worker assigned to that school prior to the termination of a school program.

   The principal of any school is responsible for the registration of pupils. Appropriate orientation programs will
   facilitate securing the necessary data and introducing the school to students and their families.
Local ID/State ID
Once students are enrolled, a local identification number will be assigned. Students will also be assigned a State ID number if not previously assigned (SASID).

II. Students may only be registered by their biological parents or court-appointed guardian. (A step-parent or other family members may not register students.) Questions should be directed to the Pupil Personnel Worker assigned to the school.

III. Documentation that must be presented by the parent in order to register their student is:

A. Legal Proof of Age
The Maryland Student Records System Manual requires presentation of evidence of date of birth at any time that a student enters a Maryland School System. Carroll County Public Schools require that a copy of this evidence be included in the student record for any student who enters a Carroll County Public School on or after January 1, 1997. Attach the copy to the Enrollment Form.

Documents acceptable as evidence of date of birth, include:

- Birth certificate (original or copy)
- Birth registration notice
- Passport/visa
- Physician’s certificate (Signed statement by the physician or midwife who was in attendance at birth, as to the date of birth shown on their records)
- Baptismal or church certification
- Hospital certificate (lists the child’s full name, parent(s) name, date of birth, and be signed by a physician)
- Parents affidavit (review with Pupil Personnel Worker prior to accepting). The affidavit shall include the name, date and birth of the child; place (country/city) of birth; the name and address of the child’s parent or guardian. Language included should state “I, the undersigned, am over eighteen (18) years of age and competent to testify to the facts and matters set forth herein”; and “I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.” The county superintendent may verify the facts contained in the affidavit and conduct an audit on a case by case basis after the child has been enrolled. If fraud or misrepresentation is found, the child will be removed from the public school. Use CCPS Parent Affidavit of Birth form.
- Officialschool record
- Official court document indicating child’s birth date

If none of these items are available, contact the Pupil Personnel Worker for assistance.

NOTE: The type of document submitted as evidence of birth must be noted in eSchool Plus and on the SR Card 1.
Carroll County Public Schools
Parent Affidavit of Birth

The parent affidavit of a child’s birth is only accepted if no other evidence of birth can be obtained. The form must be completed, signed, and approved by the school’s Pupil Personnel Worker.

Child’s Information

Legal First Name ___________________________ Middle Name ___________________________ Legal Last Name ___________________________

Date of Birth ________________
Month, Day, Year

Place of Birth ___________________________ (Address, City, State, Country)

Parent/Legal Guardian Information

Parent/Legal Guardian Name ___________________________

Legal First Name ___________________________ Middle Name ___________________________ Legal Last Name ___________________________

Parent Address ___________________________ (Street)

______________________________ (City, State, Zip)

Affidavit:
I, the undersigned, am over eighteen (18) years of age and competent to testify to the facts and matters set forth herein. I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information and beliefs.

I understand that the county superintendent or designee may verify the facts contained in this affidavit. If fraud or misrepresentation is found, the child will be removed from the school.

Signature of Parent/Legal Guardian: ___________________________ Date ___________________________

Approved: ___________________________ (Title) ___________________________

Date Approved: ___________________________
B. Proof of Residency
The residence of the pupil shall, in all cases, be considered the same as the residence of the parents or other legally appointed guardians**. Attach a copy of the proof of residence to the Enrollment Form. Acceptable documents of proof of legal residence include:

- a signed lease/rental agreement on a home/apartment in which the parent/legal guardian is currently residing (expired lease is not acceptable) (Note that some leases are automatically renewed)
- a current rent receipt*
- a recent bill for a service delivered to the residence, *(i.e. BGE, land-line phone, cable, oil, water)
- a mortgage statement/bill*
- a signed settlement document.
- a property tax bill from the current fiscal year indicating “primary residence.”
- Residence Verification Statement accompanied by an acceptable proof of residence for the owner/lessee of the property
- a deed (must show parent/legal guardian’s name, house number and street name – plat information is not acceptable)
- other (with prior Pupil Personnel Worker approval– Only Pupil Personnel Worker must sign name, title and date.
- Real Property Data Search Report listing parent/guardian name and “principal residence.”

*Date on document must be within 60 days of enrollment

** If the family is not residing in the school's attendance area at the time of enrollment, do not enroll the student. If the family is living in Carroll County but not in the in-district area, refer the family to the Pupil Personnel Worker to determine whether or not enrollment will be permitted. If approved for enrollment by the Student Services Department the family must provide a proof of residency for their address at the time of enrollment. Upon moving into the attendance area, a new proof of residency must be provided. If the family is not living in Carroll County at the time of enrollment, refer the family to the Supervisor of Student Services- Pupil Personnel.

If none of these items are available, contact the Pupil Personnel Worker for assistance, who may, if appropriate, authorize alternate forms of proof of residence. If an alternate form is approved, it will be signed, titled, and dated by the PPW.

C. Proof of Immunizations
COMAR regulations require proof of age-appropriate immunizations in order for a student to register in a Maryland Public School. Acceptable proofs of immunizations are any of the following and must be signed by an authorized person. Parent signatures are not permitted:

- Clinic Record or Physician Office Record
- DHMH 896 (Immunization Record for the State of Maryland)
- Other State Official Immunization Records
- Official School Records
- Baby Book (must be signed by physician, not a parent)

(See Immunizations in the Health Section for additional information).

D. Blood Lead Testing Certification – COMAR 10.11.04.05
The Maryland Department of Health requires a Blood Lead Testing Certificate to be completed upon a student’s first entry into PreK, kindergarten, or first grade. The form must be signed by a health care professional.

E. In rare and limited situations, a Supervisor of Student Services may grant an enrollment waiver for specific documents. The decision will be documented in writing and filed in the student cumulative record as an attachment to the enrollment documents.
F. Safe at Home Address Confidentiality Program (ACP)-COMAR.01.02.11 allows victims of domestic violence to register with the ACP program to obtain a substitute address for enrollment in school and to receive mail. CCPS shall accept the substitute address upon verification of enrollment in the program. All inquiries about the ACP program shall be directed to the pupil personnel worker. Enrollment in school and/or a change of address to a substitute address shall not be done until the pupil personnel worker verifies enrollment in the ACP program.

G. Student Legal Name: According to MSDE guidelines, a student shall be registered by his/her full legal name as it appears on the evidence of birth document in the following order: last name, first name, middle name, generational suffix. A legal name change may only occur upon receipt of a legal court order or new birth certificate. Any questions or concerns regarding this requirement should be directed to the Pupil Personnel Worker.

H. Student Gender: According to MSDE guidelines, a student’s gender shall be identified by the parent at the time of enrollment as male, female, or non-binary. Subsequently, a student’s gender may be changed upon request of the parent/legal guardian/eligible student after a parent student conference is held with a school administrator. (see Gender Identity Guidelines for additional information).

I. Prospective students who are not bona fide residents should NOT be admitted. The Pupil Personnel Worker should be contacted if the family desires to pursue a nonresident admission. (See Admission of Non-Resident Out-Of-County Students.)

J. Foreign Adoptions/Visas-An IR2, IR3, or IH3 Visa indicates that the student has been legally adopted. As long as the adoptive parent provides a copy of the foreign adoption papers and the visa listed above, the student is considered a resident and may enroll in school.

An IR4 or IH4 Visa indicates that a student has not been adopted. In this case, the student must seek permission to enroll in CCPS via the Nonresident Pupil Application process. The student may be considered for temporary enrollment upon submitting a Nonresident application and a copy of the local court adoption filing documents.

K. A homeless student shall be immediately enrolled in school. The requirement to provide proof of age, proof of residence, and proof of immunizations shall be waived. The pupil personnel worker will assist the family in obtaining the required documentation as soon as possible.

L. The principal shall immediately dismiss from school any student who does not meet the age requirement for school enrollment.

M. The attendance of pupils from outside the school's attendance areas will be determined by the Student Services Department.

N. Children who are age six may be placed in kindergarten if the parents and appropriate school personnel agree that this is the best school placement for the child.

O. The Superintendent may deny enrollment for any student who is currently on extended suspension or expelled from another school system for a length of time equal to that suspension or expulsion.

P. English language learners (ELLs) - Students whose native language is other than English should be enrolled and referred to the Coordinator of ESOL Services.

Q. Enrollment of Students in State Supervised Care - A child in State Supervised Care includes those students who are under the supervision of a private agency licensed by the Social Services Administration, the Department of Social Services, the Department of Health and Mental Hygiene, or the Department of Juvenile Services. A child in State Supervised Care may not be enrolled until approved by the Student Services Department. Students from out-of-county must complete a non-resident pupil application prior to enrollment, as outlined in the non-resident regulations.

a. Upon approval by the Supervisor of Student Services- Pupil Services, the school shall enroll the child immediately, if possible, but no later than two school days from the date of approval.

b. The persons authorized to enroll a child in State-supervised care in school are:
i. a parent, as defined in §02(B)(6) of this Regulation.

ii. a placement agency caseworker.

iii. a foster parent, even if the foster parent has not been granted limited guardianship for educational decision making.

iv. a formal kinship care provider;

v. a parent surrogate;

vi. an education guardian;

vii. a residential child care program representative;

viii. the student, if the student is aged 18 or older;

ix. a court-appointed special advocate; or

x. a court-appointed attorney

c. At the time of enrollment, the person enrolling the child shall:
   i. Present documentation to the receiving school that identifies the person as one who is authorized to enroll student as identified in Section III M.a. above;
   ii. Present photoidentification; and
      a. Current proof of residence as outlined in Section IIIb. of this procedure.
      b. Proof of birth as identified in Section III.4. of this regulation.
      c. Current proof of Immunizations as identified in Section III.c. of this regulation.

d. If not already exited from the sending school, the child shall be considered withdrawn from the sending school upon enrollment at the receiving school.

e. To the extent the sending school did not have or did not provide the records and the placement agency has access to them, the placement agency shall provide to the receiving school:
   i. IEP or Section504Plan;
   ii. Immunization records;
   iii. a blood lead testing certificate;
   iv. birth certificate or other proof of age;
   v. Health records that are educationally relevant.

f. If the placement of the child changes during the school year and the child’s new address remains within the school boundaries, the placement agency caseworker shall send a letter to the school providing the new address, contact information, and any other relevant information.

g. Each local school system shall identify a contact person to address issues of coordination, information sharing, decision making, and problem solving on behalf of children in State-supervised care. The contact person shall be the Supervisor of Student Services–Pupil Services.
S. ENROLLING MILITARY CHILDREN

The Interstate Compact on Educational Opportunity for Military Children was recently signed into law by the federal government for the purpose of removing barriers to educational success imposed on children of military families because of frequent moves and deployment of their parents. The term “Military Children”, as it pertains to this legislation, refers to any school-aged children, enrolled in kindergarten through 12th grade, in the household of an active duty member of the military, members or veterans of the military who are severely injured and medically discharged or retired for a period of one year after the medical discharge or retirement, and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one year. The law states that local school systems comply with the following:

EDUCATIONAL RECORDS AND ENROLLMENT

- If official educational records cannot be released to the parents for the purpose of transfer, unofficial copies must be provided to the parents by the sending school. Receiving schools are required to enroll and appropriately place the student based on the information provided in the unofficial educational records, pending validation of the official records.
- Sending schools have a maximum of 10 days to provide receiving schools with official educational records.
- Schools shall give students and their families 30 days from the date of enrollment to obtain immunizations required by the receiving school systems.

MILITARY CHILDREN:

- Maryland is a member state that has enacted the guidelines of the Interstate Compact on Educational Opportunity for Military Children. This compact sets rules that guide school systems in the issues that affect military children. Students covered under the Compact include: children of active duty members of the uniformed services, including members of the National Guard and Reserve on active duty orders; members or veterans who are medically discharged or retired for one year; members who die on active duty, for a period of one year beyond the death; uniformed members of the Commissioned Corps of the National Oceanic and Atmospheric Administration, and the United States Public Health Services. The Compact agreement states the following regarding immunizations: “Compacting states shall give thirty (30) calendar days from the date of enrollment. For a series of immunizations, initial vaccinations must be obtained within thirty (30) calendar days.”

PLACEMENT AND ATTENDANCE

- When students transfer before or during a school year, the receiving school shall place the student in courses based on the student's enrollment in the sending school.
- Program placement in the receiving school shall be based on the program placement and recommendations made by the sending school.
- School systems have an obligation to exercise flexibility in waiving course/program prerequisites or other preconditions for placement in courses or programs offered through the local school system.
- School systems shall have the discretion to grant additional excused absences to military children to allow them to visit with their parent/relative prior to leave or deployment of the parent.

ELIGIBILITY

- State and local education systems shall facilitate the opportunity for military children’s inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.

GRADUATION

- Local educational officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local system or shall provide reasonable justification for any denial; if the waiver is not granted, the local education system shall provide an alternative means of acquiring the required coursework so that graduation may occur on time.
- If a military student who transfers at the beginning of or during their senior year and is ineligible to graduate from the receiving school systems after all alternatives have been exhausted, the sending and receiving schools shall ensure that student receive a diploma from the sending school system, provided the student meets the graduation requirements of the sending school system.
IV. Student Enrollment and Attendance—Board Policy JE

Every child admitted to Carroll County Public Schools shall meet the age requirements listed below:

**Age for Attendance in School**

A. For pre-kindergarten entrance, a student must be age four (4) on or before September 1 of the year in which he/she applies for entrance. Intervention programs for four (4) year olds have additional requirements for eligibility.

B. For kindergarten entrance, a student must be age five (5) on or before September 1 of the year in which he/she applies for entrance. Kindergarten is mandatory. However, children registered in head start, licensed child care centers or registered day care centers may be exempted from attending public school kindergarten.

C. For early entrance to kindergarten, a student must be age five (5) on or before October 1 of the year in which he/she applies for reentrance. An application for early entrance kindergarten, which outlines the eligibility criteria, is available at each elementary school and must be completed and submitted by May 1. For families who move to Carroll County after May 1, parents may request that their child be assessed for early entrance provided that the child is age five (5) on or before October 1 of the year in which he/she applies.

D. A child may be exempted from mandatory school attendance for one year if the child’s parent or guardian believes that a delay in school attendance is in the best interest of the child. In such a case, the parent must file a written request with the Superintendent before the opening of school in the year in which the child becomes 5 years old asking that the child’s attendance be delayed due to the child’s level of maturity. Further, a parent or guardian may file a written request seeking to withdraw the child from kindergarten and delay attendance until the following school year if the parent or guardian believes it is in the best interest of the child.

E. For early admission to first grade, a student must be five (5) years of age on or before September 1 of the year in which he/she applies for entrance. An application for early admission to first grade, which outlines eligibility criteria, is available at each elementary school. The application must be completed and submitted prior to the first day of school, within 5 days of the enrollment and no later than the end of the first quarter.

F. A student who does not meet the age requirement for first grade shall be placed in the first grade upon proof of completion of an approved kindergarten program and proof of promotion to the first grade.

G. A student who has not graduated and is not receiving special education services may attend school beyond age 18 if he or she is not yet (and will not become) 21 years old on the first day of the school year. The student may become age 21 on some subsequent date in the same school year.

H. A student with an Individualized Education Plan (IEP) who attends a Carroll County school and turns 21 years of age prior to the first day of the school year will exit Carroll County Public Schools during the June graduation prior, or the date of the student’s 21st birthday based upon the IEP team decision.

I. A student with an Individualized Education Plan (IEP) who attends a Carroll County School and turns 21 years of age on or after the first day of the school year will be eligible to remain in the school placement until the end of that school year. The IEP team may make a different decision based upon student needs, progress on the IEP, transitions services, and availability of services.
CARROLL COUNTY PUBLIC SCHOOLS

KINDERGARTEN ATTENDANCE LEVEL OF MATURITY ONE YEAR WAIVER APPLICATION

School Name

Child’s Name ____________________________ Date of Birth ____________________________

Parent(s)Name ____________________________

Address: __________________________________________

________________________________________

Telephone Number(s) Home: _______________ Work: ____________________________

• A child who resides in Carroll County and is five (5) years old on/or before September 1, in the year in which he/she is eligible for kindergarten may be exempted from mandatory school attendance for one (1) year if the child’s parent/legal guardian believes that a delay in school attendance is in the best interest of the child.

• The parent/legal guardian must file a signed kindergarten attendance waiver application with the principal of the school his/her child is eligible to attend requesting the waiver prior to the opening of school of the year in which the child becomes five (5) years old.

• Deadline date for filing a waiver is the day before the first day of the school year.

• An exception to this filing date may be made only by the Director of Elementary Schools.

• In submitting the kindergarten attendance waiver, the parent understands that it is expected that the child will enter kindergarten the following school year.

________________________________________

Parent’s Signature Date

C: Cumulative Record (if the student attended Kindergarten)

School Office File (if the student applied prior to Kindergarten)

4/17
I. Legal Foundation

The legal foundation of these student Attendance Regulations and administrative guidelines is derived from the following:

**Annotated Code of Maryland Education Article:**
- 7-103. Required School Days and Holidays
- 7-301 Compulsory Attendance Law
- 7-302 Report of Absences and Maladjustment
- 7-304 Special Programs for Disruptive Students
- 7-305 Suspension and Expulsion
- COMAR13A.08.01.01 Student Attendance
- COMAR13A.08.01.02 Age for Student Attendance
- COMAR13A.08.01.03 Lawful Absence
- COMAR13A.08.01.04 Unlawful Absence
- COMAR13A.08.05.01 Student Attendance Policy

**Maryland Senate Bill 232 (2017)**

**Board Policy: JE - Student Enrollment and Attendance**

**Age and Attendance**

Students are required to attend school as explained in the following section entitled Compulsory Attendance. Students who have not received a diploma or satisfied graduation requirements for a diploma and are not receiving special education services may attend school beyond age 18 if he or she is not yet (and will not become) 21 on the first day (opening day) of the school year. A student who turns age 21 on some subsequent date in the same school year may complete that school year.

**Students with an Individualized Education Plan (IEP) who Turn Twenty-One (21)**

1. A student with an individualized education plan (IEP) who attends a Carroll County school and turns 21 years of age prior to the first day of the school year will exit Carroll County Public Schools during the June graduation prior, or the date of the student’s 21st birthday based upon the IEP team decision.
2. A student with an individualized education plan (IEP) who attends a Carroll County School and turns 21 years of age on or after the first day of the school year will be eligible to remain in the school placement until the end of that school year. The IEP team may make a different decision based upon student needs, progress, and availability of services.
II. Compulsory Attendance - Annotated Code of Maryland, 7-301

Each child who resides in this State and is five years old or older and under eighteen years of age shall attend a public school regularly during the entire school year unless the child is otherwise receiving regular, thorough instruction during the school year in studies usually taught in the public schools to children of the same age.*

*The phrase between five and eighteen years of age shall be construed to mean from the fifth to the eighteenth birthdays.

A. Duty of Parent or Legal Guardian

Each person who has legal custody or care and control of a child who is 5 years older or older and under 16 shall see the child attends school or receives instruction as required by this section.

B. Application of Section

This section applies to any child who has a mental, emotional, or physical handicap. This section does not apply to a child whose mental, emotional, or physical condition makes his/her instruction detrimental to his/her progress; or whose presence in school presents a danger of serious physical harm to others. With the advice of the school principal, supervisor, pupil personnel supervisor, or visiting teacher, and with the written recommendation of a licensed physician or certified psychologist, the county superintendent may make other appropriate provisions for the free education of any student excepted from attendance under this subsection; or permit the parents/legal guardians of that student to withdraw him/her from public school, for as long as the attendance of the child in a public school would be detrimental to his/her progress or his/her presence in school would present a danger of serious physical harm to others. If a child is withdrawn from a public school under this subsection, the county board shall make other appropriate provisions for the education of the child.

C. Penalties

1. Any person who induces or attempts to induce a child to absent himself/herself unlawfully from school or employs or harbors any child who is absent unlawfully from school while school is in session is guilty of a misdemeanor and on conviction is subject to a fine not to exceed $500 or imprisonment not to exceed 30 days, or both.

2. Any person who has legal custody or care and control of a child who is 5 years of age or older and under 16 who fails to see that the child attends school or receives instruction under this section is guilty of a misdemeanor and:
   a. for a first conviction is subject to a fine not to exceed $50 per day of unlawful absence or imprisonment not to exceed 10 days, or both; and
   b. for a second or subsequent conviction is subject to a fine not to exceed $100 per day of unlawful absence or imprisonment not to exceed 30 days, or both.

D. Exceptions to the Law

1. A student may withdraw from school prior to age 18 if one of these exceptions applies:
   a. Is married
   b. Is committed to an institution without an educational program
   c. Homeschooling
   d. Has been expelled
   e. Provides financial support to the family as documented by the Department of Social Services
   f. Is pregnant or a parent and is enrolled in an alternative education program
   g. Attends an alternative education program
   h. Attends a public school part time and attends a private careerschool
   i. Obtain a Diploma, GED or complete a certificate of attendance
   j. Waived by the State Superintendent

2. A student must return to a public school regularly during the school year if the student is no longer participating in a GED program and has not obtained a passing score on the GED Test.

3. A student may withdraw at age 16 to attend the Free State Challenge Program or Job Corp Program.

III. Attendance for Virtual Instruction

1. Engaging in available learning opportunities is key to student success. When holding students accountable for attendance during virtual instruction, considerations for equity are crucial. When virtual instruction is initiated, CCPS will continue to account for daily student attendance. The varied access to internet connectivity throughout Carroll County necessitates the utilization of multiple approaches to account for student attendance.
   - Students will be marked as present under the following conditions:
     - Students access designated virtual classroom/platform
     - Staff member verifies access to instruction with the student or responsible adult
     - Students submit work within a designated time period

When virtual instruction is initiated, attendance will be accounted for by designated school staff and documented in the electronic student management system.
IV. **Recording Student Attendance**

Close monitoring of student attendance requires attention, class by class. The keys to successful accounting of students are (a) the teacher, and (b) the direction or plan given by the principal.

**Attendance Source Document**

A. Accurate attendance record keeping is important, especially from the beginning of school through September 30th. Every effort must be made to verify a student’s presence or absence during this period, as well as throughout the year. All attendance will be taken in Teacher Access Center (TAC) by the designated classroom teacher. An electronic record (audit trail) is kept of the individual who takes the attendance. It is critical that logins are not shared. Absence codes and verification of the reasons for absences are the responsibility of the attendance office. These attendance source documents must be retained in the school for at least three school years beyond the year to which they pertain, or longer if an audit is unresolved. It is required that source documents be filed and labeled, so that contents are easily identified as well as the possible discard date. These files should be stored in a designated area, as directed by the principal.

B. Teachers will code student attendance as Present or Absent in eSchool Plus. The default attendance code is UNV (unverified). The UNV code will be revised by the attendance clerk to the appropriate code once verification of the reason for the student absence is received.

C. Maintaining accurate records of late arrivals and early dismissals is also an important part of our attendance procedure. A late arrival/early dismissal log must be maintained as a source document. This log shall include a place for: date, student name, student signature, parent/legal guardian signature if available, time in/time out, and the signature/initials of the log monitor and other student identifiers as specified by the principal (see sample log). The student and, when possible, the parent/legal guardian, must sign in when the student arrives late or signs out when leaving early. Logs, where practicable, are to be maintained by an individual other than the person maintaining the attendance records submitted from homerooms or classes at the start of the day. School officials are responsible for updating the automated system with late arrival and early dismissal information. (For definition of tardy/half-day absence, see section IV.D.)

The late arrival/early dismissal log must be retained in the school through the end of the current school year (June 30), or longer if requested by an Administrator or PPW. The late arrival/early dismissal lag and student absence notes may be destroyed on July 31st of each school year. These source documents shall be appropriately labeled and filed in the same manner described above.

D. **Student Accounting on Daily Basis**

1. At the beginning of the day, the designated classroom teacher shall record absences through direct computer input in eSchool Plus. Each school shall have procedures in place for substitutes to record absences, as well as for recording absence in the event of technology-related issues.
2. The office should issue a morning list of all absentees for the entire school.
3. Each period, the teacher should check the class roll against the office absentee list. Any student absent from class and not included on the absentee list should be recorded on an appropriate school form and returned to the office by the end of the day.
4. When students are absent, arrive late, or leave school before the scheduled dismissal time, the parent(s), legal guardian(s), or eligible student shall provide an explanation of the absence to the school via written note, fax, e-mail or phone call. Phone verifications must be documented on the attached form (or one created at the school level which has the required information) and maintained in the school office. E-mail verifications must be printed and maintained in the school office or stored electronically. All absence notes, paper and electronic, shall be maintained until the end of the current school year. The principal and PPW may request that notes be maintained for a longer period of time for students with chronic absences, or other reasons.
5. The follow-up checking on unlawful absentees should be handled by the principal, assistant principal, or some other person who has been assigned this duty.

E. **Each school shall follow procedures to verify absences and tardiness:**

- Place the burden of verification for any absence or tardiness on the part of the student and parent/legal guardian.
- The maximum time that a parent/legal guardian may have to verify an absence/tardiness shall be 5 school days after the student’s return to school. After 5 school days unverified
absences/tardiness shall be coded as unlawful.

- Establish a procedure for a medical verification of long term, consecutive or repeated absences due to illness.
- Establish a procedure to accept an absence/tardy verification from an emancipated student.
- Communicate school attendance guidelines to all parents and students.
## V. ABSENCES/TARDINESS CODES AND DEFINITIONS

### A. ATTENDANCE CODE CHART

<table>
<thead>
<tr>
<th>CODE</th>
<th>Reason for Absence/Tardy</th>
<th>Type of Absence/Tardy</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACE</td>
<td>Activity previously approved as either school sponsored or sanctioned and endorsed by the school. (See explanation and examples)</td>
<td>Activity not counted as absence of any type but kept as matter of record. Student’s absence must be approved in advance by the Principal.</td>
</tr>
<tr>
<td>ACT</td>
<td>Activities sponsored by the school (see explanation and examples)</td>
<td>School sponsored activity, not counted as absence of any type.</td>
</tr>
<tr>
<td>ADM</td>
<td>Administrative Placement/Individual Instruction</td>
<td>School activity not counted as an absence of any type. Only assigned by Student Services Department.</td>
</tr>
<tr>
<td>C04</td>
<td>Court Summons</td>
<td>Lawful</td>
</tr>
<tr>
<td>D01</td>
<td>Death in the Immediate Family</td>
<td>Lawful</td>
</tr>
<tr>
<td>E10</td>
<td>State Emergency</td>
<td>Lawful</td>
</tr>
<tr>
<td>E13</td>
<td>Other Emergency/Circumstances</td>
<td>Lawful</td>
</tr>
<tr>
<td>GDO</td>
<td>Grade Out</td>
<td>School activity not counted as absence of any type.</td>
</tr>
<tr>
<td>HTA</td>
<td>Home and Hospital Teaching</td>
<td>Home and Hospital Teaching is not counted as an absence of any kind, but kept as a matter of record.</td>
</tr>
<tr>
<td>I02</td>
<td>Illness-including Pregnancy, Parenting and Mental Health Absences</td>
<td>Lawful</td>
</tr>
<tr>
<td>IS</td>
<td>Instructional Support</td>
<td>Instructional support is NOT counted against absence but kept as a matter of record.</td>
</tr>
<tr>
<td>L17</td>
<td>Health Exclusion</td>
<td>Lawful</td>
</tr>
<tr>
<td>M20</td>
<td>Truant</td>
<td>Unlawful</td>
</tr>
<tr>
<td>O21</td>
<td>Other Unlawful Absence</td>
<td>Unlawful</td>
</tr>
<tr>
<td>QP</td>
<td>Students in Quarantined due to COVID-19, has access to instruction and support (see explanation and examples)</td>
<td>Not counted as absence of any type but kept as matter of record.</td>
</tr>
<tr>
<td>R09</td>
<td>Observance of Religious Holiday</td>
<td>Lawful</td>
</tr>
<tr>
<td>RTS</td>
<td>Return to School</td>
<td>Indicates student left school early and Returned prior to the end of the day. Does not count as an absence of any type.</td>
</tr>
<tr>
<td>S18</td>
<td>Suspension</td>
<td>Lawful</td>
</tr>
<tr>
<td>T19</td>
<td>Lack of Authorized Transportation</td>
<td>Lawful</td>
</tr>
<tr>
<td>T80</td>
<td>Tardy Unlawful</td>
<td>Unlawful Tardy</td>
</tr>
<tr>
<td>T81</td>
<td>Early Unlawful</td>
<td>Early Dismissal Unlawful</td>
</tr>
<tr>
<td>T82</td>
<td>Tardy Lawful</td>
<td>Lawful Tardy</td>
</tr>
<tr>
<td>T83</td>
<td>Early Lawful</td>
<td>Early Dismissal Lawful</td>
</tr>
<tr>
<td>UNV</td>
<td>Unverified</td>
<td>Unverified</td>
</tr>
<tr>
<td>V07</td>
<td>Violent Storms</td>
<td>Lawful</td>
</tr>
<tr>
<td>W08</td>
<td>Work approved or sponsored by local school or school system</td>
<td>Lawful</td>
</tr>
</tbody>
</table>
### LATE ARRIVAL/EARLY DISMISSAL LOG

<table>
<thead>
<tr>
<th>Date</th>
<th>Student Name</th>
<th>Student and/or Parent/Legal Guardian Signature</th>
<th>Time In</th>
<th>Time Out</th>
<th>HR</th>
<th>Reason</th>
<th>Monitor’s Signature or Initials</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

* SHADED HEADINGS ARE REQUIRED ELEMENTS IN SUCH A LOG*
B. Lawful Absences/Present Coding (In order of School Plus)

Code ACE (Present Code) Activities sanctioned and endorsed by the school system. Students can be permitted to be marked present with prior approval when attending these activities:

**Activities Sanctioned & Endorsed by Carroll County Public Schools (ACE)**

Examples: 4-H State Fair, Fool Proof, State/National Congress Appointments, Youth & Government Days, Awards/Honors Ceremonies, Leadership Conference, College Visitations - 3 days per year, Scholarship Testing Days, Special Olympics, case by case as presented to the Principal and approved.

The student shall be marked present and no penalty such as denial of opportunity to make-up work or a lower grade is permitted.

Students can be permitted to be marked present with prior approval when attending these activities:

Code ACT (Present Code) School sponsored activities

**School Sponsored Activities (ACT)**

Examples: Band, Chorus, Student Government, County Play Days, Outdoor School Counselors,

Students shall be considered in attendance at school when participating in school-sponsored activities during the school day, and when that participation is approved by the Superintendent of Schools or the school principal, or their designees.

The student shall be marked present and no penalty such as denial of opportunity to make-up work or a lower grade is permitted.

Code ADM (Present Code) Administrative Placement/Individual Instruction – A student who is placed on individualized instruction by the Student Services Department.

Code C04 Court Summons

Code D01 Death in the immediate family – The immediate family shall include parent, siblings, grandparents, a person who is the primary care provider or anyone who lives regularly in the household of the student and others as determined by the school principal on a case-by-case basis.

Code E10 State emergency

Code E13 Other emergency or set of circumstances which, in the judgment of the superintendent or designee, constitutes a good and sufficient cause for absence from school.

Note: Family Travel/Activities – Family vacations during school days are strongly discouraged due to the impact they may have on school performance and grades earned. However, with prior approval, absences for family travel/activities will be Lawful and students will be permitted to make up missed work. Such Lawful absences should be coded “E13”. In all cases, students are marked absent when not in school. If prior approval is not granted, such absences will be Unlawful.
Both students and parents need to understand that some loss of learning opportunity is likely. For example, some school work such as class participation/discussion or laboratory experiments simply are difficult, if not impossible, to make up and therefore may have a negative impact upon a student’s grade. Parents of students already having excessive absences and poor grades need to understand the implications of any extended absences.

Principals are to include reference to this administrative practice in Student/Parent Handbooks or school newsletters on an annual basis.

Note: Military Children – School systems shall have the discretion to grant additional Lawful absences to military children to allow them to visit with their parent/relative prior to leave or deployment of the parent.

Pregnant Student or Student who is a Parent – A student’s absence due to a student’s pregnancy or parenting needs is a lawful absence. All absences due to pregnancy or parenting related conditions are excused, including:

- Labor (I02)
- Delivery (minimum of 10 days of excused absence after birth of the student’s child) (I02)
- Recovery (I02)
- Prenatal and postnatal medical appointments (I02)
- Medical appointment for illness of the student’s child (a medical note shall not be required until 5 or more days of absence in the school year), and legal appointment for family law proceedings including adoption, custody, and visitation (E13)

See “Attendance Make-up Work Requirements” and “Programs for Pregnant and Parenting Students” for specific information options for students.

LIST CONTINUES ON NEXT PAGE
Code GDO Grade Out-(Present Code) The principal determines when this code is used to grade out a student. It does not count as an absence of any type.

Code HTA Home teaching-(Present Code) A student who is placed on home teaching by the student services department shall be considered present during the authorized period of home teaching. When a student is not available for home and hospital teaching, the student shall be marked absent. The home teaching office will notify schools of these absences.

Code IS Instructional Support-(Present Code) The student receives instructional support services, as identified and approved by Student Services staff.

Code I02 Illness of the student – The principal shall require a physician’s certificate from the parent/legal guardian of a student who is reported continuously absent for illness.

Pregnant Student or Student who is a Parent – A student’s absence due to a student’s pregnancy or parenting needs is a lawful absence. All absences due to pregnancy or parenting related conditions, are excused, including:

- Labor (I02)
- Delivery (minimum of 10 days of excused absence after birth of the student’s child) (I02)
- Recovery (I02)
- Prenatal and postnatal medical appointments (I02)
- Medical appointment for illness of the student’s child (a medical note shall not be required until 5 or more days of absence in the school year), and legal appointment for family law proceedings including adoption, custody, and visitation (E13)

Mental Health Absence Definition and Procedures:

Attendance Definition:

Behavioral Health Absence-A student with a behavioral health need shall be excused from school and treated as an absence due to illness (I02). If a student’s parent/legal guardian, or an eligible student notifies school staff that an absence is due to a behavioral health need, school staff shall provide information to the student’s parent, legal guardian, or the eligible student about available school or community behavioral health resources.

Procedure:

On a daily basis, the attendance clerk or other staff responsible for student attendance will complete the following process:

1. Screen all absence notes/absence phone calls for an absence due to an identified mental health need.
   a. If a parent/guardian specifically states their child is taking a mental/behavioral health day or language in the call...(from below)
   b. Language in the call/email/notes include key words such as: (anxiety, depression, stressed, overwhelmed, etc.)
2. Identify a list of students with a mental health absence from above.
3. Use School Messenger to send a Mental health Resources document (provided by Student Services) to the identified students.
4. If unsure about the content of an absence note/absence phone call, consult with a School Administrator, Pupil Personnel Worker, or School Counselor for guidance.
5. NOTE: If the absence note/absence phone call contains the following key words, the attendance clerk will immediately contact a School Administrator or School Counselor

   Key words: (self-injury, suicidal ideation, suicide attempt, harm to self or others, mental health hospital visit, or mental/behavioral health hospitalization, etc.)

Code L17 Health exclusion – The principal has determined the student does not have the proper immunizations for school attendance or the local health officer determines the student must be excluded due to the outbreak of vaccine preventable disease.
Code R09 Observance of a Religious Holiday

Absence from school, by student, due to participation in religious holidays will be considered as a lawful absence upon written request by parents.

Students who complete the school year with no other absences shall not be denied school attendance certificates where such are regularly awarded.

Also see religious Observances elsewhere in this manual.

Code QP Quarantine Present-(Present Code) The student has access to a teacher, substitute, and/or tutor providing synchronous meetings and/or office hours and synchronous tutoring sessions. The student has access to meaningful instructional resources aligned to standards and instructional activities that can be submitted for credit and feedback using online learning through the LMS (e.g., Schoology, Google Classroom), paper packets, and/or instructional materials sent home (e.g., books, workbooks, textbooks).

Code S18 Suspension

Note: Students who are on extended suspension maybe required to attend an alternative program.

Students who are on extended suspension and required to regularly attend an alternative program but do not do so will be considered unlawfully absent.

Code T19 Lack of authorized transportation* -This shall not include students denied authorized transportation for disciplinary reasons.

Code V07 Violent Storms – Violent storms shall be interpreted to mean only those conditions of the weather which would endanger the health or safety of the student when in transit to and from school

Note: Inclement Weather/Perfect Attendance – Attendance registers, during inclement weather, must show absence for students not in attendance. Code “V07” or “T19” may be used when bus transportation is not available. If this is the only absence for a student for the year, the SRC-1 maybe coded as perfect attendance.

Code W08 Work approved or sponsored by the school, the local school system or the State Department of Education, accepted by the local Superintendent of Schools or the school Principal, or their designees as reason for excusing the students.
C. Unlawful Absences:
An absence, including absence for any portion of the day, for any reason other than those cited as lawful is presumed to be unlawful and may constitute truancy. Unlawful absences may require a school conference between the appropriate school personnel and parent(s)/caretaker(s) and may result in a referral to the pupil personnel worker.

Code M20 Truancy
A truant is a student who is absent without lawful cause as defined above from such attendance in school for a school day or portion thereof. (School officials may consider students as truant when absent for unlawful reasons, when not following school procedures for proper reporting of absences and/or when failing to obtain parental permission for absences for all or part of a school day.)

Habitual Truant
A student is a habitual truant if the student has been in membership in a school 91 or more days in a school year and he or she is unlawfully absent from school for a number of days or equivalent days in excess of 20% of the school days within any marking period, semester, or year.

Code 021 Other Unlawful Absences

Consecutive Absences – Per MSDE, after 10 school days of consecutive unlawful absences, in which the student’s whereabouts are unknown, the student may be exited from the school with an Exit Status “W” and Exit Code “50” (W50)

NOTE: A school may not withdraw a student under this circumstance without permission from the Student Services Department.

D. Late Arrival, Early Dismissal, Mid-day Leave:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Unexcused</th>
<th>Excused</th>
</tr>
</thead>
<tbody>
<tr>
<td>T80</td>
<td>Late to school</td>
<td></td>
<td>Unexcused</td>
</tr>
<tr>
<td>T82</td>
<td>Late to school</td>
<td>Unexcused</td>
<td>Excused</td>
</tr>
<tr>
<td>T81</td>
<td>Early dismissal</td>
<td>Unexcused</td>
<td>Excused</td>
</tr>
<tr>
<td>T83</td>
<td>Early dismissal</td>
<td>Unexcused</td>
<td>Excused</td>
</tr>
</tbody>
</table>

Code RTS Return to school – code used when a student leaves school early, and returns to school prior to the end of the school day. The amount of time the student is out of the building is equivalent to less than a half day absence, and is not counted as an absence of any type.

E. Guidelines for recording absences in SchoolPlus:

Students Scheduled for an Individualized Modified Day
A student scheduled for less than a full day is to be counted present based on the amount of time he/she is scheduled. A student who is present 10-50% of the scheduled day is to be marked for a half a day. A student who is present over 50% of the scheduled day is to be marked present for the full day. A student present for less than 10% of the scheduled day is to be marked absent for the entire day.

An example: If a student is scheduled to be present for a 2 hour block of time will be counted as present for the full day if the student is present for over 60 minutes of the time. If the student is present between 12 and 60 minutes will be considered present half a day. The student is considered absent the full day if there less than 12 minutes.

<table>
<thead>
<tr>
<th>Attendance Coding:</th>
<th>Regular Scheduled Day</th>
<th>1 Hour Delay</th>
<th>2 Hour Delay</th>
<th>2 Hr. 45 minute Early Dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Day</td>
<td>Present OVER 3 hours and 30 minutes</td>
<td>Present OVER 3 hours</td>
<td>Present OVER 2 hours and 30 minutes</td>
<td>Present OVER 2 hours</td>
</tr>
<tr>
<td>Half-Day</td>
<td>Present between 45 minutes and 3 hours and 30 minutes</td>
<td>Present between 35 minutes and 3 hours</td>
<td>Present between 30 minutes and 2 hours 30 minutes</td>
<td>Present between 25 minutes and 2 hours</td>
</tr>
<tr>
<td>Absent all day</td>
<td>Present less than 45 minutes</td>
<td>Present less than 35 minutes</td>
<td>Present less than 30 minutes</td>
<td>Present less than 25 minutes</td>
</tr>
</tbody>
</table>
F. Guidelines for recording absences or transferring/withdrawing students who are hospitalized:

- In all cases of hospitalization, the school shall immediately notify the Pupil Personnel Worker.

- If a hospitalized student receives educational tutoring services while hospitalized, the student shall remain enrolled and his/her attendance marked IS (Instructional Services) on a daily basis. School staff shall notify the Pupil Personnel Worker of the hospitalization. If tutoring services need to be coordinated with another school system, the Pupil Personnel Worker shall notify the Program Manager for Home and Hospital Services.

- If a hospitalized student does not receive educational services while hospitalized and is hospitalized two weeks or less, the student shall remain enrolled and his/her attendance marked I02 on a daily basis.

- If a hospitalized student does not receive educational tutoring services while hospitalized and is hospitalized more than two weeks, the student shall be exited with a W-30 – Illness. Appropriate documentation of the student’s hospitalization must be filed in the student cumulative folder. School staff shall notify the Pupil Personnel Worker of the hospitalization and discuss the appropriate transfer code. Once the student is released from the hospital, the student shall re-enroll in Carroll County Public Schools. Please notify the Pupil Personnel Worker to assist in this process. A transition meeting may be necessary to plan for the student’s re-entry. If the student is unable to return to school at that time and is in need of home/hospital services, the Pupil Personnel Worker will notify the Program Manager for Home and Hospital Services.

V Procedures to Verify Absences

The principal of each school shall communicate the attendance regulations and procedures to students and parents/guardians each school year.
Absence Verification via Phone

Today’s Date: _______ Time of Call: _______

Student Name: ___________________ Grade: _______ HR/1st Mod Teacher: ___________________

Date(s) of Absence: ___________________ Parent/Guardian Reporting: ___________________

Phone Number Where Parent/Guardian May Be Reached: ___________________

Reason for Absence:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Call Initiated by:

Lawful Absence / Unlawful Absence (Circle One)

Parent/Guardian

School

Staff Member Receiving/Making Call (Print Name) ______________ Signature ____________________

Rev. 10/08
Virtual Instruction Attendance Verification  

Today’s Date: ____________

Via Phone: ____ Via Work Completion: ________

Student Name: ___________________  Grade: ______  HR/1st Mod Teacher: ___________________

Date(s) Of Attendance: ___________________  Student/Responsible Adult Reporting: ___________________

Responsible Adult Relationship to Student: ___________________

PhoneNumber Where Person Reporting May Be Reached: ___________________

Description of Virtual Engagement  (e.g. working on assignments/projects, quiz/test preparation)

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

Call Initiated By:

____ Student/Responsible Adult  
____ School

Staff Member Receiving/Making Call or Reviewing Work

(Print Name)  ____________________________  Signature

______________________________________________

Virtual Instruction Attendance Verification  

Today’s Date: ____________

Via Phone: ____ Via Work Completion: ________

Student Name: ___________________  Grade: ______  HR/1st Mod Teacher: ___________________

Date(s) Of Attendance: ___________________  Student/Responsible Adult Reporting: ___________________

Responsible Adult Relationship to Student: ___________________

PhoneNumber Where Person Reporting May Be Reached: ___________________

Description of Virtual Engagement  (e.g. working on assignments/projects, quiz/test preparation)

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

Call Initiated By:

____ Student/Responsible Adult  
____ School

Staff Member Receiving/Making Call or Reviewing Work

(Print Name)  ____________________________  Signature

Rev. 7/20
C. Procedure to Address Student Absenteeism:

1. **Students who are absent at the start of the school year:**

   Occasionally, the school obtains information via the teacher and other students regarding the whereabouts of students who are expected to report to school, but do not. At this point, school officials will attempt to contact the student or the home of the student. Those students not accounted for shall be referred to the Pupil Personnel Worker. The Pupil Personnel Worker shall make an investigation that may include a search of enrollment in other schools, a home visit, a visit to neighbors, the post office, the place of employment of the parent, or contact with community agencies such as the Department of Juvenile Services (DJS), homeless or abuse shelters or the police. Students who cannot be accounted for shall be coded W-50 at the end of ten consecutive school days of unlawful absence.

2. **Students who exhibit poor attendance:**

   Guidelines to address attendance concerns:

   The teacher will contact the home when an attendance concern arises
   - Teacher will document call in the student notes section in the Teacher Access Center
   If a student is absent 10% or more
   - School Counselor, Nurse, Behavior Support Specialist, Special Education Case Manager etc. will initiate contact
     - Phone call to the parent
     - Meet with the student
     - Meet with the student and parent
   - Attendance letter from School Counselor will be emailed
     - All attempts will be documented in SchoolPlus.
   If a student is absent 15% or more
   - Assistant Principal will initiate contact
     - Phone call to the parent
     - Meet with the parent
     - Meet with the student and parent
     - Attendance contracts should be considered
     - Assign student to Saturday School for attendance
   - Assistant Principal Letter will be emailed
     - All attempts will be documented in SchoolPlus.
   If a student is absent 20% or more
   - Principal and/or PPW will discuss next course of action
   - PPW will hold a conference with the student and the parent to develop a plan to improve student attendance. These strategies may be implemented as appropriate:
     - Attendance contract if not already implemented
     - Assign Saturday School for attendance, if not already implemented
     - Referral to the “Promoting School Attendance” Program
     - Medical Verification
     - Removing Barrier to School Success (RBSS)
     - Referral to Community Conferencing
     - Referral to “Truancy Diversion Panel”
     - Referral to State’s Attorneys’ Office or Department of Juvenile Services as determined by the PPW.
     - All attempts will be documented in SchoolPlus.

3. **HB 207, Annotated Coded, Maryland, mandates that a student be referred to the Attendance Intervention Process, identified above, at 8 unlawful absences in a quarter, 15 unlawful absences in a semester, or 20 unlawful absences in a school year.**
### Attendance Concern Table – Progressive Steps

- Level I – Teacher Contact
- Level II – School Counselor Contact
- Level III – School Counselor Letter
- Level IV – Assistant Principal Contact
- Level V – Assistant Principal Letter
- Level VI – Principal/PPW
- Level VII – Legal Action

<table>
<thead>
<tr>
<th>Name</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
<th>Level V</th>
<th>Level VI</th>
<th>Level VII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex. Johnny Smith</td>
<td>Sept. 12</td>
<td>Oct. 8</td>
<td>Oct. 20</td>
<td>Nov. 10</td>
<td>Dec. 8</td>
<td>Jan. 10</td>
<td>Feb. 4</td>
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<td>16</td>
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</tr>
</tbody>
</table>
Re:  
Grade:  

Dear [Name],

In reviewing our school attendance records, it has come to my attention that [Child's Name] has been absent [Number of Days] days and tardy [Number of Times] times since the beginning of the school year. This accounts for more than 10% of our days in session this year. Research shows that good attendance plays an extremely important part in students achieving school success. Consequently, I become concerned for children who have missed this many days of school.

I realize that legitimate illnesses do occur and may account for your child’s loss of instruction. I am also aware that children may be reluctant to come to school because of anxiety or other emotional concerns. If this is the case and you want or need support from the school, I will gladly make myself available to assist you. Simply call the school at and ask for me. In my experience, I have found that communication and teamwork between the home and school are important in helping students with emotional concerns. We both know that better school attendance results in better school performance.

I look forward to seeing your child’s smiling face entering the building as early as each morning. Students who arrive early can get a head start on the morning work and on organizing themselves for the day. Students are expected to be in their seats no later than a.m., with formal instruction beginning promptly at a.m. Should you have questions about our school’s attendance policy, you can refer to page [Page Number] of the - School handbook. Thank you for your willingness to work with us in helping your child have a positive school experience.

Sincerely,

[Signature]  
School Counselor

[Assistant Principal]  
[Attendance Secretary]  
Pupil Personnel Worker
Re:  
Grade:  

Dear :  

It has been shown that a student’s attendance has a significant bearing on academic success. Our records show that has missed days so far this school year. As of this date, it has been noted that has been absent over % of the total school days.

We realize that illness does occur and may account for this loss of instruction, but we wanted to make sure that you are fully aware of the total amount of time that has been lost. We are sure you share our concern and agree that a low number of absences is in your child’s best interest.

We appreciate the efforts you make to keep us informed through notes and phone calls and hope to continue working with you to improve your child’s attendance. If you have any questions or if we can be of assistance, please call us at .

Sincerely,

School Counselor

Assistant Principal  
Attendance Secretary  
Pupil Personnel Worker
Re: 
Grade: 

Dear:  

Our records indicate that has now missed days of school and has been tardy times since the beginning of the year. As you know, school attendance is directly related to success in school. In this regard, I am encouraging you to take steps to ensure that attend school on a regular basis.

The School Counselor has been in contact with you regarding our concern with ’s number of absences from school. There has been little improvement in his attendance. State law requires regular school attendance, which is important to ensuring success in school. As you know the State of Maryland has set attendance standards. Satisfactory attendance is 94%, which means a maximum of 9 days of absence for the entire school year. ’s current attendance rate is %, which is below the satisfactory level.

This letter is being sent to request that you meet with me and to discuss ways his attendance can improve. Please call me at between a.m. and p.m. to setup an appointment.

Your support and cooperation are vital in helping your child succeed in school. Please remember to call the school office between and a.m. if your child will be absent. His attendance will continue to be closely monitored. If your child continues to miss school, you will be required to meet with the Pupil Personnel Worker and or the Principal to discuss how we can work together to improve attendance. Written documentation is required by law for all absences. Absences will be coded “unexcused” when a note is not received or if the student is absent for reasons other than those considered legal by the State.

Please contact me if you have questions or concerns. Thank you again for your cooperation.

Sincerely,

Assistant Principal

Pupil Personnel Worker Team Leader
Student Attendance File Administrator
Team School Counselor Attendance Secretary
I, ____________________________, promise to fulfill the following conditions at school during the first quarter of the _______ school year.

1. I will maintain 94% or better attendance. If I am absent due to illness, my parents/legal guardians will notify the school by _______ a.m. on the day of the absence (not more than 5 days absent this quarter).

2. I will provide a health care provider note for every day of illness. The note will verify that I was seen by the health care provider and was too ill to attend school. I understand that failure to provide medical verification for an absence will be treated as school truancy. I will receive disciplinary consequences and zero credit for my work.

3. I will not be late to school or late to any class or leave school without permission from the school.

4. I will be polite to all teachers, staff members, and my fellow students.

5. I will not knowingly break any school rule.

6. If I have a concern that needs attention, I will seek the assistance of a staff member such as a teacher, counselor, or administrator.

7. Other: ____________________________________________________________

In return for the above promises, ____________________________ school will maintain my enrollment and will help me achieve my diploma.

Failure on my part to uphold the conditions of this contract may result in the following consequences including extended suspension from ____________________________ school, enrollment in an alternative educational program, involvement with the State’s Attorney’s Office, the Department of Juvenile Services, and/or withdrawal from school.

- Student’s Signature ____________________________  Administrator’s Signature

- Parent’s/Legal Guardian’s Signature ____________________________  Date
School Name
Address
Phone

ATTENDANCE CONTRACT

Carroll County Public Schools recognizes the relationship of regular attendance to the learning process. Students must be present in school to participate in classroom instructional activities that are vital to the educational program for all students. The Maryland State Department of Education established a school standard of 94% for regular daily attendance. This means your child can have no more than three (3) absences per quarter. This attendance contract is being implemented to assist you in achieving this standard.

I, , promise to fulfill the following conditions of this contract during the remainder of the school year.

• I will be present at school every day and will be on time. If there is a legitimate reason to be absent, my parent/guardian will contact the school by 9:30 a.m. on the day of the absence.
• If I am absent, I will provide a note signed by my physician on the day that I return to school.
• I will arrive on time.
• I will remain in school for the entire school day unless I have been approved for an early dismissal.

Rewards for fulfilling the conditions of this contract will be determined and implemented as agreed upon.

I understand that my failure to uphold the conditions of this contract may result in consequences up to and including extend suspension from School, involvement with the State’s Attorney’s Office, Department of Juvenile Services, and/or withdrawal from school.

Student’s Signature Date Parent/Legal Guardian’s Signature Date

Administrator’s Signature Date Pupil Personnel Worker’s Signature Date
RE: School:

Dear ____________________:

Since attendance is mandatory, all students enrolled in Carroll County Public Schools must attend school unless legitimately absent due to sickness, a family emergency, suspension from school, observance of a religious holiday, or an activity outside the school approved previously by the Principal.

As the Principal assigned to ____________________, I am sending you this letter as a result of ____________________’s consistently poor attendance. To date, ____________________ has been absent _____% (___ out of ___) of the afternoons.

“Unexcused” absences is against the law. Section 7-301 of the Education Article of the Annotated Code of Maryland states, “Each person who has legal custody or care and control of a child who is 5 years or older and under 18 shall see that the child attend school or receives instruction as required by this section.” Section 7-301e2 states “Any person who has legal custody or care and control of a child who is 5 years or older and under 18 who fails to see that the child attends school or receives instruction under this section is guilty of a misdemeanor and; for a first conviction is subject to a fine not to exceed $50 per day of unlawful absence or imprisonment not to exceed 10 days, or both; and for a second or subsequent conviction is subject to a fine not to exceed $100 per day of unlawful absence or imprisonment not to exceed 30 days, or both.”

Effective immediately and throughout the end of the _________/______ schoolyear, we will no longer be able to accept any absence note written by you. Any absences due to illness must be verified by a healthcare provider. This specifically means that ____________________ will need to be seen by a healthcare provider and the healthcare provider must verify that he is ill and unable to attend school. This documentation must be presented to your child’s teacher promptly upon returning to school. If medical documentation is not presented, the absence will be documented as “unexcused” and will be subject to disciplinary actions and possible referral to the States Attorney’s office.

I trust that you will make every effort to ensure that ____________________ attends school each day on time. Should you have any questions, please contact ____________________ at _______ or ____________________ at ________.

Sincerely,

Principal

C Assistant Principal
Pupil Personnel Worker
School Counselor
Attendance Secretary
Nurse
File
RE:
School:

Dear ____________________:

Carroll County Public Schools recognizes the relationship of regular attendance to the learning process. Students must be present in school to participate in classroom instructional activities that are vital to the educational program for all students. The Maryland State Department of Education establishes a school standard of 94% for regular, daily attendance. When students have poor attendance, schools are duty-bound to react.

As the Principal assigned to ____________________, I am sending you this letter as a result of your consistently poor attendance. To date, ____________________ has been absent ______% (___ out of ___) of the mornings and ______% (___ out of ___) of the afternoons.

Effective immediately and throughout the end of the _________/_______ school year, any absence due to illness must be verified by a healthcare provider. This specifically means that will need to be seen by a healthcare provider and the healthcare provider must verify that he is ill and unable to attend school. This documentation must be presented to your child’s teacher promptly upon returning to school. We will no longer be able to accept any absence note written by you. Failure to provide medical verification for an absence or tardy will be treated as school truancy. Repeated school truancy may result in disciplinary consequences as determined by the Principal ____________________ or Assistant Principal _________ _________.

I trust you will make every effort to ensure that ____________________ attends school each day on time. Should you have any questions, please contact ____________________ at ____________________ _______ or ____________________ at ____________________ _______.

Sincerely,

Principal

C Assistant Principal Pupil Personnel Worker School Counselor Attendance Secretary Nurse File
Dear :

Since attendance is mandatory, all students enrolled in Carroll County Public Schools must attend school unless legitimately absent due to sickness, a family emergency (such as death in the family), suspension from school, observance of a religious holiday, or an activity outside the school approved previously by the Principal. Unexcused absences are against the law and excessive school absences, including tardiness, can ultimately lead to legal consequences for the child and/or parent.

As the Pupil Personnel Worker assigned to , I am notified by the administration when students have accumulated excessive school absences and tardiness. It has recently come to my attention that there are significant concerns about ‘s attendance for the year. Specifically, has been absent days and tardy an additional day. I understand that school personnel have attempted to discuss this concern with you, however, has continued to miss school.

In order to develop a plan of action to address these issues, I have set aside time to meet with you and at the Student Services Department, Carroll County Public Schools, 125 North Court Street, Westminster, MD 21157 on at . I am hopeful that we will be able to resolve this matter satisfactorily at that time so that no further action will need to be taken. Please note that if you do not attend this conference, ‘s case will be forwarded to the State’s Attorneys’ Office for prosecution.

I look forward to meeting with you. Please contact me at 410-386-1520 to confirm your attendance for this meeting.

Sincerely,

Pupil Personnel Worker

C: , Principal
   , Assistant Principal
   , Counselor
   , Attendance Secretary
   , Nurse
   , Supervisor of Pupil Personnel

File

Rev.07/08
Documentation:

At each level of investigation and intervention, documentation shall occur. Such documentation shall include the date and name of persons involved. Documentation could be one or more of the following: telephone log, letter(s) to parent(s), summary of conversations including actions agreed upon; or a copy of referrals to agencies, their reactions, and actions to be taken. Such documentation shall be maintained for three years, or longer if an audit is unresolved.

At the end of the school year, the Student Services Department will submit the total number of habitual truants to the Maryland State Department of Education as required by law.

VI Standard for Regular Attendance

Carroll County Public Schools recognize the relationship of regular attendance to the learning process. Students must be present in school to participate in classroom instructional activities that are vital to the educational program for all students. Many courses and programs of study require regular attendance in order to master and demonstrate skill development. Recognizing this relationship, Carroll County Public Schools establishes a school standard of 96% for regular, daily attendance. Local employers also place emphasis on the attendance records of their employees. Preparing students for the world of work, which Carroll County Public Schools view as one of their roles, includes an expectation of regular attendance.

When students have poor attendance, schools will address this concern by utilizing suggested processes in “Consequences of Absenteeism,” below.

VII Consequences of Absenteeism

Schools may elect to address attendance concerns for individual students as it becomes clear that standards for regular attendance are not being met. Board of Education policy states that “the relationship between good attendance and academic achievement is well-recognized.” Therefore, the Principal or designee may initiate one or more of the following actions for excessive absenteeism:

- Referral to school attendance committee
- Referral to Student Services Team
- Probationary time period - verbal agreement
- Attendance contract
- Lunch detention
- After-school detention
- Saturday School
- Removal of school privileges
- Restriction of extracurricular activities
- Referral to Community Conferencing
- In school intervention
- In-school suspension
- Medical verification
- Referral to Pupil Personnel Worker
- Referral to the State’s Attorney’s Office and/or the Department of Juvenile Services for legal action
- Referral to an alternative program
- Withdrawal from school

NOTE: A student shall not be suspended out of school for tardiness, class cutting, or truancy from school.
Actions taken should represent a continuum of consequences for increasing absenteeism. School officials may waive these actions when they are aware of circumstances beyond the student's control such as documented chronic illnesses, etc.

VIII Make-Up Work Requirements

Each school shall have autonomy in developing procedures for determining when and how student assignments may be made up following lawful absences.

A suggested make-up policy for lawful absence should include:
- Individual student responsibility to request missed assignments upon returning to school.
- Parent encouragement for contacting appropriate school personnel to request assignments while students are remaining out of school for an extended absence.
- Providing assignments in advance of lawful absence greater than 2 days in length if requested by parent/legal guardian at least 3 days in advance of the absence and approved by the principal or designee.
- Students being given the number of days equal to the number of days absent to turn in completed make-up work unless a greater extension is granted by the teacher.

Additional Options for Pregnant Students and Students who are a Parent:
- Home and Hospital Services (if eligible)
- Student be given at least the number of days equal to the number of days absent to turn in complete makeup work. See “Program for Pregnant Students” for additional options.

IX Reward Process/Motivational Program

Each school shall have a committee charged with the responsibility of promoting good school attendance. Members may include school staff, parents, students, pupil personnel worker, and other interested parties such as business and industry representatives in the community. Moreover, the duties of promoting good school attendance may become a part of an existing committee's responsibility. The committee's mission is the development of a motivational program to reward and encourage regular school attendance depending upon the perceived needs and resources of that school community.

XI Information Dissemination

Students, parents/guardians and community members will be given information regarding student attendance policy and procedures upon the opening of school each year. Principals may elect to use one or more of the following to accomplish this task:
- Student Calendar/Handbook
- Newsletter
- Brochure
- Press releases
- School assemblies and meetings
- Announcements
- Encouraging faculty member to discuss policy in class

Further, school staff members will be made aware of procedures through faculty handbooks and informational meetings.

XII Appeals Process

An appeals process with specific due process procedures for appealing decisions made at the school and central office levels is included under Due Process.

Revised 7/17
**I. Entry Information**

Entry Information is used to provide a continuous record of a student's status in Maryland public schools. Entry status provides the student's position in the LEA or School (e.g., First Entry, Transfer, Re-entry). Entry Code indicates the reason why the student is entering into the system. Entry status and Entry Code must be used in conjunction. Both Entry Status and Entry Code used together provide a detailed account of the student's status at any given time. For example, “Entering by transfer from another school in the LEA during the current reporting period” is an Entry Status “Entry by Transfer” with an entry code “from another school in the LEA”.

Provide the Entry Status and Entry Code that best describes the student's last school affiliation prior to his/her entry into the current school. Please note that specific Entry Codes may only be used with specific Entry Statuses.

**Entry Status**

<table>
<thead>
<tr>
<th>Entry Status</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>R – First Entry</td>
<td>Student is entering a Maryland Public school for the first time in the current school year. The student has not been previously enrolled in any LEA and public school during the current school year. This status is used for Pre-kindergarten and Kindergarten students entering school for the first time. The ‘R’ status is also used for students who were promoted from the previous grade and are continuing in the same school for the subsequent grade.</td>
</tr>
<tr>
<td>E – Entry by Transfer</td>
<td>Student is entering by transfer from a Maryland Public School in the current school year or has previously been enrolled in a Maryland Public School within the current school year.</td>
</tr>
<tr>
<td>N – Reentry</td>
<td>Student is returning to school following a withdrawal in the current school year.</td>
</tr>
</tbody>
</table>

**First Entry (R)**

The use of Entry Status ‘R’ is to identify a student who is entering a Maryland Public school for the first time in the current school year. The student has not been previously enrolled in any LEA and public school during the current school year. This status is used for Pre-kindergarten and Kindergarten students entering school for the first time. The ‘R’ status is also used for students who were promoted from the previous grade and are continuing in the same school for the subsequent grade.

*These Codes should only be used with Entry Status ‘R’.*

<table>
<thead>
<tr>
<th>Entry Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Valid only with Entry Status ‘R’. First entry into any school—usually prekindergarten, kindergarten or first grade, or first entry into any school from home schooling.</td>
</tr>
<tr>
<td>2</td>
<td>Continuing in the same school. Valid only with Entry Status ‘R’.</td>
</tr>
<tr>
<td>8</td>
<td>Re-entry after involuntary withdrawal by the school or local administration, from school during any reporting period prior to the current August—June reporting period. Valid only with Entry Status ‘R’.</td>
</tr>
<tr>
<td>9</td>
<td>Re-entry after voluntary withdrawal by the student, from school during any reporting period prior to the current August—June reporting period. Valid only with Entry Status ‘R’.</td>
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</tbody>
</table>
**Entry by Transfer (E) or (R)**

The ‘E’ status is used to identify students entering from another Maryland Public School after the first day of school during the current school year or who has previously been enrolled in a Maryland Public School within the current school year. This status should be used for any student transferring into a Maryland Public School from any other location in which the student was receiving educational services. Use the same Entry Codes as Entry Status ‘R’, with the exception of entry codes 01 and 02.

*THESE CODES MAY BE USED WITH ENTRY STATUS ‘E’ OR ‘R’.*

<table>
<thead>
<tr>
<th>Entry Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>10</td>
<td>By transfer from another public school in the same LEA</td>
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<tr>
<td>13</td>
<td>By transfer from a Maryland public school outside the LEA</td>
</tr>
<tr>
<td>14</td>
<td>By transfer from a public school in another state or territory of the United States, or from a United States overseas dependent school</td>
</tr>
<tr>
<td>15</td>
<td>By transfer from a nonpublic school in the same LEA</td>
</tr>
<tr>
<td>16</td>
<td>By transfer from a Maryland nonpublic school outside the LEA</td>
</tr>
<tr>
<td>17</td>
<td>By transfer from a United States nonpublic school or institution in another state or territory of the United States</td>
</tr>
<tr>
<td>18</td>
<td>By transfer from a school (public or nonpublic) of a foreign country</td>
</tr>
<tr>
<td>21</td>
<td>By transfer from an evening high school program</td>
</tr>
<tr>
<td>22</td>
<td>By transfer from a state institution in Maryland with an educational program (See page C-58 for a list of state institutions)</td>
</tr>
<tr>
<td>24</td>
<td>Entry from homeschooling pursuant COMAR 13A.10.01 after withdrawing (for transfer within the same LEA only)</td>
</tr>
<tr>
<td>25</td>
<td>Parental choice transfer from a Title I public school designated for improvement into a school that has made adequate yearly progress (AYP) pursuant to COMAR 13A.01.04.07</td>
</tr>
<tr>
<td>26</td>
<td>Transfer from a public school pursuant to Unsafe School Transfer Option 13A.08.01.20</td>
</tr>
</tbody>
</table>

**Reentry (N)**

Entry Status ‘N’ is used to identify any student returning to school following a withdrawal from any Maryland Public School. The use of Entry Status ‘N’ must follow an Exit Status of ‘W’ within the current school year, including students who withdrew over the summer. This status may be used for students who withdraw from one LEA and reenter into a different LEA, as long as it occurs within the same school year. For withdrawals in the previous year, Entry Status ‘R’ should be used.

*THESE CODES SHOULD ONLY BE USED WITH ENTRY STATUS ‘N’.*

<table>
<thead>
<tr>
<th>Entry Code</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>Re-entry after involuntary withdrawal termination (Exit Status ‘W’), by the school or local administration, from school during the current August—June reporting period. <em>Only Valid with Entry Code ‘N’.</em></td>
</tr>
<tr>
<td>7</td>
<td>Re-entry after voluntary withdrawal termination (Exit Status ‘W’), by the student, from school during the current August—June reporting period. <em>Valid only with Entry Code ‘N’.</em></td>
</tr>
</tbody>
</table>
Complete Listing of Entry Codes

<table>
<thead>
<tr>
<th>Entry Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (R)</td>
<td>First entry into any school - usually prekindergarten, kindergarten or first grade, or first entry into any school from home schooling.</td>
</tr>
<tr>
<td>2 (R)</td>
<td>Continuing in the same school.</td>
</tr>
<tr>
<td>6 (N)</td>
<td>Re-entry after involuntary withdrawal termination (Exit Status ‘W’), by the school or local administration, from school during the current August—June reporting period.</td>
</tr>
<tr>
<td>7 (N)</td>
<td>Re-entry after voluntary withdrawal termination (Exit Status ‘W’), by the student, from school during the current August—June reporting period.</td>
</tr>
<tr>
<td>8 (R)</td>
<td>Re-entry after involuntary withdrawal, by the school or local administration, from school during any reporting period prior to the current August—June reporting period.</td>
</tr>
<tr>
<td>9 (R)</td>
<td>Re-entry after voluntary withdrawal, by the student, from school during any reporting period prior to the current August—June reporting period.</td>
</tr>
</tbody>
</table>

**THESE CODES MAY BE USED WITH ENTRY STATUS ‘E’ OR ‘R’.

<table>
<thead>
<tr>
<th>Entry Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>By transfer from another public school in the same LEA</td>
</tr>
<tr>
<td>13</td>
<td>By transfer from a Maryland public school outside the LEA</td>
</tr>
<tr>
<td>14</td>
<td>By transfer from a public school in another state or territory of the United States or from a United States overseas dependentschool</td>
</tr>
<tr>
<td>15</td>
<td>By transfer from a nonpublic school in the same LEA</td>
</tr>
<tr>
<td>16</td>
<td>By transfer from a Maryland nonpublic school outside the LEA</td>
</tr>
<tr>
<td>17</td>
<td>By transfer from a United States nonpublic school or institution in another state or territory of the United States</td>
</tr>
<tr>
<td>18</td>
<td>By transfer from a school (public or nonpublic) of a foreign country</td>
</tr>
<tr>
<td>21</td>
<td>By transfer from an evening high school program</td>
</tr>
<tr>
<td>22</td>
<td>By transfer from a state institution in Maryland with an educational program (See page C-58 for a list of state institutions)</td>
</tr>
<tr>
<td>24</td>
<td>Re-entry from home schooling pursuant to COMAR 13A.10.01 after withdrawing (for transfer within the LEA only)</td>
</tr>
<tr>
<td>25</td>
<td>Parental choice transfer from a Title I public school designated for improvement into a school that has made adequate yearly progress (AYP) pursuant to COMAR 13A.01.04.07</td>
</tr>
<tr>
<td>26</td>
<td>Transfer from a public school pursuant to Unsafe School Transfer Option 13A.08.01.20</td>
</tr>
</tbody>
</table>

**Date of Entry**

Record the date of entry based on the following criteria:

For students who enter on or before September 30th, the date of entry is the first day of school if they meet any of the following criteria:

- Student is continuing in the same school attended last school year (R02)
- Student is transferring from another school in the LEA because of promotion, administrative decision, or change of residence (E10)
- Student registered for enrollment prior to the opening of school
- Student registered and attended on the first day of school

For all other students, the date of entry is the first day the student attends class in the school. Included are:

- Students with Enrollment Status ‘R’ who were not enrolled in the LEA at the end of the last school year
- Students who were not registered prior to the first day of school
- Students who were enrolled or after the second day of school
- All students with Entry Status ‘E’ or ‘N’
### II. Exit Information

Exit Information is used to determine a student’s status upon leaving a school. Exit status provides the student’s position in the LEA or School (e.g., transfer, withdrawal, completer). Exit Code indicates the reason why the student is exiting the system. Exit Status and Exit Code must be used in conjunction. Both Exit Status and Exit Code used together provide a detailed account of the student’s status when he/she exited the system. For example, “dropout because of lack of interest” is an Exit Status “Withdrawal” with an Exit Code “Lack of Interest”.

Provide the Exit Status and Exit Code that best describes the student's reason for exiting the school. Please note that specific Exit Codes may only be used with specific Exit Statuses. This information should be documented on the SRC7-Maryland Student Exit Record or the Educational Exit Interview Form.

### Exit Procedures

Upon exiting a student, schools have 10 consecutive school days to ensure that the student is receiving educational service. The sending school is held accountable for the student until the receiving school provides acceptable documentation. See Required Documentation and Evidence Supporting Exits for appropriate documentation supporting exits.

#### Documentation Received within the 10-day window

- The sendingschool should code the student with the appropriate exit status and code
- The date of Exit should be the first school day after the last day of attendance

#### Upon Expiration of the 10-day window

- The student should be exited with an Exit Status of ‘W’ and Exit Code ‘50’
- The date of Exit should be the first school day after the last day of attendance

  - If documentation showing the continuance of educational services is received after the 10-day window:
    - The sendingschool should update the W50 to the appropriate exit status and code
    - The date of Exit should be the first school day after the last day of attendance

Students with 10 school days of consecutive unlawful absences should be exited following the procedures outlined under Consecutive Absences.

#### Reconciling Student Records

Students who are scheduled for enrollment but do not report on the first day of school are marked absent during the first month of the school year until they report for class. Continuous absence should be investigated. If it is determined that the student will not enter at the beginning of the school, he/she should be exited and the date of exit recorded in accordance with Date of Exit, by September 30th, all students on the roll who have not reported since the first day of school should be exited.

### Exit Status

<table>
<thead>
<tr>
<th>Exit Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>T – Transfer</td>
<td>Student transferred to another school or educational program that culminates in the award of a regular high school diploma.</td>
</tr>
<tr>
<td>W – Withdrawal</td>
<td>Student terminated from formal education and is NO LONGER receiving educational services.</td>
</tr>
<tr>
<td>C – Completer</td>
<td>Student completed the requirements for a high school program.</td>
</tr>
</tbody>
</table>

#### Transfer Procedures (T code):

The use of Transfer status/codes is based upon the expectation that transferred students are receiving educational services at another school or in an educational program that culminates in the award of a regular high school diploma. The sendingschool is held accountable until appropriate documentation can be presented.

- A student may be transferred or withdrawn from eSchoolPlus upon notification from the parent/legal guardian, or at the discretion of a school administrator or Student Services staff.
- For transfers within CCPS, the appropriate transfer code can be used.
- For transfers to schools outside of CCPS, including private schools, other Maryland public schools, or out of...
state schools, a transfer code of T99 will be used to indicate that a transfer/withdrawal is in progress.

- A notation must be entered in the comments on the entry/withdrawal screen in eSchoolPlus listing the date of notification, the school or schoolsystem to whichthestudentis transferring and the expected date of enrollment.
- The school registrar shall follow up to ensure that proper documentation as noted below is received to verify the transfer or withdrawal. An error report will be generated through Technology Services indicating incomplete transfers. Once the documentation is received the transfer code should be updated to the appropriate code. The student is not considered officially withdrawn until the required written documentation is received by the transferring school. This documentation, listed below, shall be filed in the student cumulative record. (See Placement of Student Records Information in Section VI).
- A recordrequest is still required for all transfers and must be filed in the student cumulative folder.

<table>
<thead>
<tr>
<th>Code</th>
<th>Type of Transfer</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>To a public school in the LEA</td>
<td>• Record in the LEA's student information system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Request for records from receiving school</td>
</tr>
<tr>
<td>13</td>
<td>To a public school in Maryland</td>
<td>• Record in the State’s data system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cross-LEA Reconciliation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Request for records from receiving school</td>
</tr>
<tr>
<td>14</td>
<td>To a public school in the US</td>
<td>• Request for records from receiving school</td>
</tr>
<tr>
<td>15</td>
<td>To a nonpublic school in the LEA</td>
<td>• Written record from an official in the receiving school</td>
</tr>
<tr>
<td>16</td>
<td>To a nonpublic school in Maryland</td>
<td>• Documented conversation between school administrator/designee and school or agency official or parent (document must be signed, titles, and dates by administrator or designee; e-mail is not acceptable)</td>
</tr>
<tr>
<td>17</td>
<td>To a nonpublic school in the US</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>To a school in a foreign country</td>
<td>• Written confirmation from parent or receiving school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Documented conversation between school administrator/designee and parent/guardian</td>
</tr>
<tr>
<td>21</td>
<td>To an evening high school</td>
<td>• Record in the LEA's student information system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Request for records from receiving school</td>
</tr>
<tr>
<td>22</td>
<td>To a MD state institution with an educational program</td>
<td>• Record in the State’s data system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Request for records from receiving school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Written record from an official in the receiving school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Documented conversation between school administrator/designee and school or agency official or parent (document must be signed, titled, and dated by administrator or designee; e-mail is not acceptable)</td>
</tr>
<tr>
<td>24</td>
<td>To homeschooling</td>
<td>• Letter of withdrawal from parent/guardian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Home School Notification Form</td>
</tr>
<tr>
<td>25</td>
<td>To a public school under Unsafe School Transfer policy</td>
<td>• Record in the LEA's student information system</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Request for records from receiving school</td>
</tr>
<tr>
<td>99</td>
<td>Transfer in progress (local use only)</td>
<td>• Will be used to indicate student has unofficially transferred until appropriate documentation is received. Must be resolved within 10 consecutive schooldays</td>
</tr>
</tbody>
</table>
When valid documentation of a transfer is not received, the school shall notify the Pupil Personnel Worker. The Pupil Personnel Worker will assist school staff in obtaining the appropriate documentation for the student record. If appropriate documentation is not received, the student transfer shall be coded W50, whereabouts unknown. During the current school year, the registrar can update the entry/withdrawal code in eSchoolPlus. Over the summer, a help desk call must be submitted for Technology Services to update the transfer/withdrawal code.

**Date of Exit**

Record the Date of Exit based on the following criteria:

- For exits during the school year, the date of exit is the date of the first schoolday after the last day of attendance. (In eSchool Plus, the exit date is the student's last day of attendance. When this data is reported to the state, Technology Services updates the date of exit to the first school day after the last date of attendance).

- For exits occurring during the summer, the date of exit is July 1st. (In eSchool Plus, the exit date is the last day of the school year. When this date is reported to the State, Technology Services updates the date of exit to July 1).

Students who exited prior to the first day of school are considered summer exits, and should use July 1st as the date of exit. Refer to *Reconciling Student Records*, for additional information on summer exits.

**Examples:**

1. If a student on the roll in June of a regular term notifies the school that he/she will not return the following fall, the date of exit is July 1st;
2. If a student’s withdrawal did not become known until after the regular fall term had begun, the recorded date of exit is July 1st;
3. If a student notifies the school during the summer that he/she will not return for the fall term, the date of exit is July 1st; and
4. If a student does not report to school the first day of school or thereafter, the date of exit is July 1st.

**State Institutions**

The following is a list of State institutions that should be used with Entry/Exit Code ‘22’. These are the only institutions that should be used with Entry/Exit Code ‘22’. Maryland School for the Deaf and Maryland School for the Blind should be identified as non-public schools for the purposes of recording entry and exit information.

- Alfred Noyes Children’s Center
- Backbone Mountain Youth Center
- Baltimore City Juvenile Justice Center
- Charles H. Hickey, Jr. School
- Cheltenham Youth Facility
- Greenridge Youth Center
- Lower Eastern Shore Children’s Center
- Maryland Safe at Home Program
- Savage Mountain Youth Center
- Thomas Waxter Children’s Center
- Western Maryland Children’s Center
- Victor Cullen Center

**Home Schooling**

Entry and exit code “24” is used for students who transfer to and from home schooling within the same LEA. Students who transfer into an LEA or from outside the State and subsequently enter into homeschooling should first be entered into the LEA with the appropriate code and then exited to homeschooling using T24.

**Example 1:**  Student transfers to homeschool in a different LEA

<table>
<thead>
<tr>
<th>LEA</th>
<th>CODE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>R24</td>
<td>Student enters public school from home schooling</td>
</tr>
<tr>
<td>01</td>
<td>T13</td>
<td>Student transfers out of LEA</td>
</tr>
<tr>
<td>02</td>
<td>E13</td>
<td>Student enters school in receiving LEA</td>
</tr>
<tr>
<td>02</td>
<td>T24</td>
<td>Student transfers to home school in receiving LEA</td>
</tr>
</tbody>
</table>

**Example 2:**  Student transfers to homeschooling in another state

<table>
<thead>
<tr>
<th>LEA</th>
<th>CODE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>T14</td>
<td>Student transfers Out-of-State</td>
</tr>
</tbody>
</table>
Withdrawals

The use of Withdrawal status/codes is based upon the expectation that withdrawn students are no longer receiving educational services. A dropout is defined as a student who, for any reason other than death, leaves school before graduation or the completion of a Maryland-approved education program (including a special education program) and is not known to enroll in another school or State-approved program during a current school year (COMAR 13A.08.01.07). Consequently, any student identified with an Exit Status “W” (excluding Exit Code “43” – Deceased) is considered a dropout.

**THESE CODES SHOULD ONLY BE USED WITH EXIT STATUS “W”**

**Exit**

**Code Description Exit Status “W”**

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Illness. An illness of such severity that it would preclude the implementation of any education program (e.g., home/hospital instruction). A medical certification shall be required specifying the nature of the illness and the approximate length of time the student will be withdrawn.</td>
</tr>
<tr>
<td>31</td>
<td>Academic. Student, 18 years and older, who drops out due to lack of academic success including low grades and/or graderepresentation</td>
</tr>
<tr>
<td>32</td>
<td>Discipline. Student, 18 years and older, who voluntarily drops out due to continual disciplinary problems as documented by multiple office referrals and/or suspensions but who has not been formally expelled from school</td>
</tr>
<tr>
<td>33</td>
<td>Lack of Interest. Student, 18 years and older, who drops out of school due to lack of personal motivation or interest to continue his/her education</td>
</tr>
<tr>
<td>34</td>
<td>Employment. A student, 18 years and older, certified by documentation and the student is unwilling to remain in a regular or alternative educational program</td>
</tr>
<tr>
<td>35</td>
<td>Marriage. Certified by documentation</td>
</tr>
<tr>
<td>36</td>
<td>Military Service. Certified by documentation</td>
</tr>
<tr>
<td>38</td>
<td>Court Action. A student who is committed by court order to an institution without an educational program</td>
</tr>
<tr>
<td>39</td>
<td>Economic Reasons. A student who leaves school due to lack of financial resources and/or lack of family supporter has caretaker responsibility for the extended family, excluding his/her own children as documented by a social agency.</td>
</tr>
<tr>
<td>40</td>
<td>Expulsion Under 18. Required withdrawal from school for disciplinary reasons of a student under 18 years of age by the direction of the Superintendent or Designee (not a valid code for students with Disabilities under the Individuals with Disabilities Education Act) as intended by COMAR 13A.08.01.11(B)(2) expulsion is the exclusion of a student for more than 45 days.</td>
</tr>
<tr>
<td>41</td>
<td>Immaturity. Immaturity under age five. Used in prekindergarten, kindergarten, and first grade, with appropriate documentation</td>
</tr>
<tr>
<td>42</td>
<td>Special Cases. Other reasons with Superintendent’s approval. For students under 18 years of age. This code may be used for students who withdraw grade 8 for religious reasons.</td>
</tr>
<tr>
<td>43</td>
<td>Death</td>
</tr>
<tr>
<td>44</td>
<td>Parenting. Any married or unmarried student, 18 years and older, who leaves a regular or alternative educational program due to his/her responsibilities for childcare and rearing of his/her children</td>
</tr>
<tr>
<td>46</td>
<td>Expulsion Age 18 and Over. Required withdrawal from school for disciplinary reasons of a student, age 18 years and older by the direction of the school authorities (not a valid code for student with disabilities under the Individuals with Disabilities Education Act)</td>
</tr>
<tr>
<td>50</td>
<td>Not Accessing Educational Services. Any student not receiving educational services at another school or in educational program that culminates in the award of a regular high school diploma; any student who is a runaway as documents by an appropriate governmental agency (e.g. Juvenile Services); A student who is known or suspected to be abducted, as documented by an appropriate governmental agency (e.g. law enforcement officials on social security).</td>
</tr>
<tr>
<td>71</td>
<td>Pregnancy</td>
</tr>
<tr>
<td>85</td>
<td>Age Out. The student has exceeded the age which the State guarantees a free, appropriate public education, and has subsequently exited. May only be used with student who have turned 21 years old by the first day of school.</td>
</tr>
</tbody>
</table>
Alternative Program-MSDE Approved Program. Acceptance letter from the MSDE Approved Alternative Education Program, or Statewide Educational Exit Interview Program.

Withdrawal-General Educational Development (GED)-Meets Compulsory Age of Attendance. Documentation DLLR FORM, or Statewide Educational Exit Interview Form.

Deferred Diploma. Documentation of reason for deferral, or Statewide Educational Exit Interview form.

**Withdrawal Procedure (W Code)**

No student shall be withdrawn from a school until required written documentation is received. This documentation, listed below, shall be filed in the student cumulative record. (See Placement of Student Records Information in Section VI) All documentation must be dated and signed by the appropriate school official. (see Chart on Following Page)
<table>
<thead>
<tr>
<th>Code</th>
<th>Type of Withdrawal</th>
<th>Minimum Expectations of Appropriate Documentation</th>
</tr>
</thead>
</table>
| 30   | Illness; exception to compulsory attendance Academic; over age of compulsory attendance | - Medical certification (i.e. Physician’s Statement) specifying the nature of the illness and the approximate length of time the student will be withdrawn  
- Documented conversation between school administrator/designee and medical facility |
| 31   | attendance |  
- Documented conversation between school administrator/designee and parent or eligible student |
| 32   | Discipline; over age of compulsory attendance |  
- Documented multiple office referrals and/or suspensions  
- Exit Interview Form |
| 33   | Lack of Interest; over age of compulsory attendance |  
- Documented conversation between school administrator/designee and parent or eligible student  
- Exit Interview Form |
| 34   | Employment; over age of compulsory attendance |  
- Documented conversation between school administrator/designee and parent or eligible student  
- Exit Interview Form |
| 35   | Marriage; exception to compulsory attendance |  
- Exit Interview Form  
- Documentation of marriage (i.e. Marriage Certificate) |
| 36   | Military Service; exception to compulsory attendance |  
- Exit Interview Form  
- Documentation of military service (i.e. Military Orders, Letter from Military Recruiter) |
| 38   | Court Action; exception to compulsory attendance |  
- Exit Interview Form |
| 39   | Economic Reasons; exception to compulsory attendance |  
- Court Order  
- Documentation of court action  
- Documentation from a social agency |
| 40   | Expulsion - Under Compulsory Age of |  
- Exit Interview Form |
| 41   | Attendance Immaturity under age 5 Special Cases with State Superintendent Approval; exception to compulsory attendance |  
- Documentation from administrator/designee  
- Kindergarten Attendance Immaturity Waiver  
- Documentation from Superintendent |
| 43   | Death Parenting; over age of compulsory attendance |  
- Letter from parent/guardian  
- Documented conversation between school administrator/designee and parent/guardian |
| 44   | Expulsion - Over Compulsory Age of |  
- Letter from the parent/guardian  
- Obituary or Death Certificate |
| 50   | Attendance Not Accessing Educational Services |  
- Documented conversation between school administrator/designee and parent or eligible student  
- Exit Interview Form |
| 71   | (includes whereabouts unknown) Pregnancy; over age of compulsory attendance |  
- Memo to the student record from a school administrator/designee (W50 Form signed by PPW)  
- Exit Interview Form  
- Documented conversation between school administrator/designee and parent or eligible student  
- Exit Interview Form |
| 85   | Age Out, Students with Disabilities |  
- Record in the LSS’s Student Information System |
| 86   | Alternative MSDE-Approved Educational Program; exception to compulsory attendance GED; over age of compulsory attendance |  
- Acceptance Letter from Job Corps or Maryland National Guard Freestate ChalleNge Program  
- Exit Interview Form |
| 88   | attendance |  
- Documentation of DLLR FORM  
- Exit Interview Form |
| 89   | Deferred Diploma |  
- Documentation of reason for deferral |
• Exit Interview Form
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>46</strong></td>
<td>Expulsion over age 18</td>
</tr>
<tr>
<td><strong>50</strong></td>
<td>Whereabouts Unknown</td>
</tr>
<tr>
<td><strong>71</strong></td>
<td>Pregnancy</td>
</tr>
<tr>
<td><strong>85</strong></td>
<td>Age Out</td>
</tr>
<tr>
<td></td>
<td>• Expulsion documents from LEA</td>
</tr>
<tr>
<td></td>
<td>• Memo to the student record from a school administrator/or designee (W50 Form signed by PPW)</td>
</tr>
<tr>
<td></td>
<td>• Documented conversation between school administrator/or designee and parent or eligible student</td>
</tr>
<tr>
<td></td>
<td>• Record in the LEA’s Student Information System</td>
</tr>
</tbody>
</table>

When valid documentation of a withdrawal is not received, the school shall notify the Pupil Personnel Worker. The Pupil Personnel Worker will assist school staff in obtaining the appropriate documentation for the student record. If appropriate documentation is not received, the student withdrawal shall be coded W50, whereabouts unknown and written documentation as listed above placed in the student record. During the current school year, the registrar can update the entry/withdraw code in eSchoolPlus. Over the summer, a help desk call must be submitted for Technology Services to update the transfer/withdrawal code.

**Procedures to withdraw a student who is dropping out of school**

A. The student must have met all legal requirements.

B. The pupil personnel worker shall be notified to investigate the withdrawal.

C. The withdrawal must be approved by an appropriate school official. Prior to the school official giving approval for the withdrawal, the school official should:

1. Determine the reason or reasons why the student wishes to dropout
2. Encourage the student to remain in school and in his/her present program, or remain in school with a change in program, if changes are possible, or transfer to an available alternative county program.
3. Insure that the parent/legal guardian is informed, is in agreement, and, gives written approval. The signature of a step parent or other family member is unacceptable.
4. Complete an Exit Interview Form with the student and parent/legal guardian.
   a. C.O.M.A.R. 13A.08.01.07E requires school officials to conduct an educational interview with all students who leave school before graduation, or with their parent/legal guardian, or all of the above. At a minimum, the interview should encourage the student to remain in the student’s current school program, consider enrollment in alternative school program, verify the reason or reasons, for a student dropping out of school, insure that the parent/legal guardian is informed, and provide the student with information about GED programs.
   b. Implementation
      • School official holds conference with withdrawing student and parent/legal guardian
      • If a conference cannot be held at the school, the school official shall notify the Pupil Personnel Worker who will facilitate the completion of the Exit Interview Form
      • School official completes the Exit Interview Form and provides GED information to the student.
      • Parent/student signatures will be signed in the Statement of Conditions section of the form
      • Copies of the Exit Interview Form shall be filed as indicated on the form
   c. Probationary Placement
      A student who withdraws from Carroll County Public Schools shall successfully complete a probationary placement in an alternative program, as determined by the student services department, before returning to a comprehensive high school.
D. Date of Exit
   a. For withdrawals during the school year, the date of withdrawal is the date of the first school day after the last day the student was in attendance. (In eSchool Plus, the exit date is the student’s last day of attendance. When this data is reported to the State, Technology Services updates the date of exit to the first school day after the last date of attendance).
   b. For withdrawals occurring during the summer, the withdrawal date shall be July 1. (In eSchool Plus, the exit date is the last day of the school year. When this date is reported to the State, Technology Services updates the date of exit to July 1).

Completion Code Procedures

A completer is defined as a student who completes the student’s program of study at the high school level and satisfies the graduation requirements for a Maryland High School Diploma or the requirements for a Maryland Certificate of Program Completion (COMAR 13A.08.01.07). Students who have completed all requirements for graduation should be exited using these codes. These codes should only be used with Exit Status ‘C’. Students can only have one Completion code in the course of their high school career.

<table>
<thead>
<tr>
<th>Exit Code</th>
<th>Description (Exit Status ‘C’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>60</td>
<td>Completed requirements for a Maryland High School Diploma</td>
</tr>
<tr>
<td>62</td>
<td>Student with a disability who completed requirements for a Maryland High School Certificate of Program Completion</td>
</tr>
<tr>
<td>70</td>
<td>Early College Admission Program</td>
</tr>
</tbody>
</table>

Date of Completion

Record the date on when it is officially recognized that the student has completed the high school program and is no longer required to attend school. If a student completes graduation requirements prior to the end of the school year, e.g. January, use a date when it is officially recognized that all requirements were completed. Students who satisfy the requirements included in this section prior to the end of the school year shall not be precluded from participation in local graduation ceremonies.

Maryland High School Certificate of Program Completion (C62)

The decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student’s last year in high school unless the student is participating in the alternative Maryland School Assessment Program (Alt-MSA)(13A.03.02.09D(3).

If a special education certificate student completes the requirements for a Maryland High School certificate but goes on to participate in a Post-Secondary Program at his/her home school, the student shall be coded as grade 34 by the home high school. Daily attendance shall be maintained in eSchool Plus at the home high school. No C62 code will be issued at that time.

If the student attends the Post-Secondary Program at Carroll Springs School the student shall be transferred (T-10) from the home high school to the Post-Secondary Program (school 717) and enrolled as an R10 in grade 34. The daily attendance of Post-Secondary students shall be maintained in eSchool Plus at the Post-Secondary program (School 717). The student will receive a Maryland High School Certificate upon completion of Post-Secondary services. (C62)

When a special education certificate student completes the requirements for a Maryland High School certificate at the end of the senior year and chooses not to participate in the Post-Secondary Program, an R09 entry code shall be used to enter the student and the student will be identified as grade 34. Once the student reaches age 21 the student will be exited with the W85 code.

Note: A second Maryland High School Certificate will not be issued.

Note: A special education certificate student who completes eight semesters beyond 8th grade, and was scheduled to continue in Carroll County Public Schools Post-Secondary Program, and chooses not to attend, will not be considered a withdrawal, but will be considered completing his/her program of studies and shall be coded a C62.
Early College Admission (COMAR13A.03.02.10.) (C70)

A student may receive a Maryland High School Diploma through acceptance in the early college admission program, if:

- the student is accepted for early admission to an accredited college before high school graduation;
- all Maryland High School Assessments and student service requirements have been met;
- a written request by the student and parent or guardian is made to and approved by the local superintendent of schools certifying the early admission acceptance;
- the student’s program for the first year of college is approved by the local superintendent of schools if this program is included toward the issuance of a diploma; and at the conclusion of a full year of study, a written request for a Maryland High School Diploma is submitted to the superintendent together with a transcript or letter from the college to the high school principal indicating that the student has successfully completed a year of college work.

C70 Complete Graduation Requirement at end of Junior Year. Students who complete high school graduation requirements at the end of grade 11 or prior to the fourth year of high school enrollment, AND meet the criteria for early college admission, will be promoted to grade 12 and completed with a C70 at the end of the school year.

C70 Students who complete graduation requirements in college—A student who is granted permission to transfer to college to complete high school graduation requirements shall be transferred at the end of their junior year.

- T-15 To a college in the LEA
- T-16 To a college outside the LEA
- T-17 To an out-of-state college

Upon completing high school requirements at the college level, the student may submit a written request to the Superintendent asking to receive a high school diploma. The student must attach an official college transcript or letter from the college verifying the completion of credit. Upon approval of the Superintendent, the student shall be enrolled in ESP and graduated with a completion code of C70.

Procedures for non-graduating seniors:
Any senior who has not completed graduation requirements by the last school day is considered a non-graduate and should be coded as a “non-promote” in eSchool Plus.

Seniors whose status is “non-promote” at the end of the school year, will be transferred to “Summer School” in eSchoolPlus. Students must complete graduation requirements by the last business day prior to the first day of the next school year.

When documentation is provided that the student has completed all graduation requirements, the student will be completed with a C60 or C62 on the date those requirements are met. The student’s graduation will be reported to the state with the next school year’s graduation report.

The student’s diploma can be issued at the direction of the principal or his/her designee. Each high school must have a procedure in place to verify that the student has met all graduation requirements, and to track the following information: reason for non-issue of diploma, authorization to release diploma, date diploma is released, and signature of both the graduate and school staff.

At the end of the summer, diplomas for any student who has not completed graduation requirements will be destroyed.

Non-promote seniors who do not complete during the summer will then be transferred back to the homeschool on the first day of the next school year to complete graduation requirements.

Non-promote seniors who do not complete during the summer, and who choose not to return the following school year, will be considered a drop-out and will be withdrawn with a W-31. The registrar will need to submit a request to the help desk to have the student’s entry/withdrawal record changed to reflect the appropriate withdrawal code.

Specific information regarding eSchoolPlus procedures can be found on the eSchoolPlus Resource Center on the Web Portal.
STUDENT EXIT INTERVIEW FORM
CARROLL COUNTY PUBLIC SCHOOLS
125 N. Court Street, Westminster, MD 21157

Student Name: __________________________ Preferred Name: __________________________ DOB: __________________________ Grade: ________

Address: __________________________________________________________

Phone(s): H- __________________________ C- __________________________ Student LocalID#: __________________________

School Name: __________________________ School Phone #: __________________________ State ID#: __________________________

School Address: __________________________________________________________ LocalSchoolSystem(LSS): __________________________

Gender: [ ] Male [ ] Female [ ] Non-Binary

Ethnicity: [ ] Hispanic/Latino [ ] Not Hispanic/Latino

Race: [ ] American Indian or Alaska Native [ ] Asian

[ ] Native Hawaiian or Other Pacific Islander [ ] White

[ ] Black or African American

Student Resides With: [ ] Both Parents [ ] Mother [ ] Father [ ] Grandparent(s)

Relative(s) [ ] Foster Care [ ] Unknown [ ] Other: __________________________

CLEAR FORM
<table>
<thead>
<tr>
<th>Parent/Guardian 1</th>
<th>Parent/Guardian 2</th>
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<tbody>
<tr>
<td>Name:</td>
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<td>Address:</td>
<td>Address:</td>
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<td>Phone:</td>
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<tr>
<td>Participated in Interview?</td>
<td>Yes</td>
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<tr>
<td>Type of Interview:</td>
<td>In-Person</td>
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<tr>
<td>Official Date of Withdrawal:</td>
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<tr>
<td>Reason for Withdrawal:</td>
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<tr>
<td>W30 Illness</td>
<td>W31 Academic</td>
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<td>W34 Employment</td>
<td>W35 Marriage</td>
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<td>W40 Expulsion (under compulsory age)</td>
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<td>W44 Parenting</td>
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<td>W71 Pregnancy</td>
<td>W85 Aged Out</td>
</tr>
<tr>
<td>W88 GED</td>
<td>W89 Deferred Receipt of Diploma</td>
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Issues/Comments Leading to Withdrawal:
Interventions Utilized:

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<th>Reason for Withdrawal Determined By:</th>
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<tbody>
<tr>
<td>Interview Date:</td>
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<tr>
<td>Parent Consultation Date:</td>
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<tr>
<td>Teacher Consultation Date:</td>
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<td>School Counselor Consultation Date:</td>
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*OTHER:

Unable to Make Contact with the Student for the Following Reason(s):

<table>
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<tr>
<th>Date(s) Contact was Attempted:</th>
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<tbody>
<tr>
<td>Date: ___________ Date: _______ Date: ___</td>
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<tr>
<td>Date: ___________ Date: _______ Date: ___</td>
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</tbody>
</table>

This student has been withdrawn from Carroll County Public Schools. Should the student wish to re-enroll, he/she may be required to return through a probationary placement determined by the Student Services Department. If the student demonstrates regular attendance, appropriate behavior, and earns passing grades during his/her probationary placement, the student will be permitted to return to a comprehensive high school.

To discuss alternative education options through Carroll County Public Schools, call the Student Services Department at 410-751-3120. For additional community resources, you may contact the following:

- Adult Education Program (Carroll Community College) at 410-386-8630 to learn about the GED Program.
- Business and Employment Resource Center (BERC) at 410-386-2826 to learn about career and educational supports.
- Connecting Youth Program (Carroll County Youth Service Bureau) at 443-244-8688 to learn about how the Program may provide support.

Name of Interviewer (please print): ______________________________ Position: ______________________________

Interviewer Signature: ______________________________ Date: ______________________________

PhoneNumber: ______________________________

*Please attach final transcript to Exit Interview form.

Copies: Student Services Department
        Student’s Cumulative File
        Student or Parent/Guardian

Revised 10-08-21
CCPS REQUEST FOR EARLY WITHDRAWAL

Student’s Name: _______________________________  Date of Birth: __________________

School: _______________________________  Grade: __________________

PARENT’S STATEMENT:
I hereby request that my son/daughter _______________________________ (name) be approved for early withdrawal for the following reason(s): _______________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

REQUEST MUST BE SIGNED IN THE PRESENCE OF A SCHOOL OFFICIAL OR NOTARY PUBLIC

Parent Signature _______________________________  Date _______________________________

Witnessed by _______________________________  Title/Seal _______________________________

Signature _______________________________  Date _______________________________

SCHOOL’S STATEMENT:
Principal’s Comments/Recommendations:

_________________________________________________________

_________________________________________________________

_________________________________________________________

Pupil Personnel Worker’s Comments/Recommendations:

_________________________________________________________

_________________________________________________________

_________________________________________________________

Approved: _______________________________  _______________________________  Date _______________________________

Director of Student Services  _______________________________
ESTABLISHMENT OF PUBLIC SCHOOLS
GEOGRAPHICAL ATTENDANCE AREAS

Section 4-109, Public School Laws of Maryland

I. Subject to approval by the State Superintendent and in accordance with the applicable bylaws, rules, and regulations of the State Board, a county board may establish public schools if, in its judgment, it is advisable.

On approval by the State Superintendent, any school established under this section becomes a part of the State program of public education.

With the advice of the county superintendent, the county board shall determine the geographical attendance area for each school established under this section.

II. Implementation

A. All pupils shall attend the school designated for the attendance area in which they reside. The residence of the pupil shall, in all cases, be considered the same as the primary residence of the parent or other legally appointed guardian. Purchasing a property, renting, moving into another family’s home, etc. while at the same time maintaining another residence in the county, will not constitute a reason for enrollment in the school in the attendance area of the secondary residence. All requests for exceptions to this policy shall be investigated by the Student Services Department and are subject to approval by the Superintendent of Schools or his/her designee. (See OUT-OF-DISTRICT REQUEST)

B. If approval is given to a parent to have a pupil attend a school outside of the attendance area, transportation will be provided by the parent/legal guardian.

C. The Supervisor of Transportation shall maintain maps and descriptions of attendance areas and shall make this information available to principals and other interested persons.

8/95, 3/06, 11/07
Administrative Regulation

1. **Purpose**

Transfer of Student Outside of Attendance Area

Other than students approved for public school choice (see part 2 of 2 of administrative regulations) students shall attend the school designated for the attendance area in which they reside (home school). The residence of the student shall, in all cases, be considered the same as the primary residence of the parent(s) or other legally appointed guardian(s). Purchasing a property, renting, moving into another family’s home, etc., while at the same time maintaining another residence in the county, will not constitute a reason for enrollment in a school in the attendance area of the secondary residence. Students may be considered for placement outside their designated attendance area. The Department of Student Services will receive and investigate requests for out-of-district placements. These written requests from parents or legal guardians may be granted if the school has adequate space and facilities to accommodate the student and/or if an approvable circumstance is deemed to exist. If the out-of-district request is approved, transportation to and from the assigned school will be the responsibility of the parent(s)/legal guardian(s) (except students approved via public school choice). All applicants for an out-of-district placement must submit a request by March 1st in order to be considered, in the event a lottery is needed. A lottery will be utilized when requests exceed available seats.

A student approved for enrollment in an out-of-district school may continue in that school through completion of that school level (elementary, middle, or high), except as outlined in Section K below. A new application is only necessary when a student changes school level.

A student may be eligible for athletics in only one out--of-district high school. A student may be approved to attend a subsequent out-of-district high school; however, he/she will not be eligible to participate in athletics. Students who are attending his/her home school are eligible to participate in athletics.

Students approved for an out-of-district placement to attend a different school from the one in which they are currently enrolled who are CCPS varsity athletes during the preceding year will be placed on restricted eligibility for one year for the corresponding sport(s). Administrative regulation JPA: High School Eligibility defines restricted eligibility - student is not fully eligible to participate in extracurricular activities. Limited participation as part of a school sponsored team or group. May not participate in competition, public performances or leadership roles, but may participate in meetings and practices.
The Board of Education values supporting families by allowing siblings to attend the same school whenever possible. As such, consideration will be given for requests for siblings to attend the same school or feeder pattern. Transportation will not be provided by Carroll County Public Schools.

Requests for transfers outside of attendance areas involving schools affected by school closures or boundary adjustments will be handled according to procedures outlined in the student services manual. Those procedures supersede the regulations below.

To protect the integrity of instructional programming in all schools, the Superintendent/designee may limit the number of requests to be honored from any home school. In this case, the Superintendent/designee shall declare a maximum number of requests to be approved from that particular home school and institute a lottery drawing until said number is reached.

2. **Scope**

Open Schools (under 97% of Adjusted Functional Capacity)

Open enrollment will be allowed with transportation provided by the parent/guardian. The Student Services Department will determine the number of seats available in each school on an annual basis. The number of seats available will be calculated based on the school capacity formula below:

\[
\text{School's Adjusted Functional Capacity} = \text{Jr. ROTC program capacity (as applicable)} - \text{Requests for children of CCPS staff members} - \text{Requests for siblings of current students} - \text{Capacity utilized for special programs}
\]

= **Number of seats available**

If the number of out-of-district requests for any school exceeds the seats available, a lottery system will be used to determine the selection of approved applications.

However, students currently attending a school with projected enrollment less than 60% capacity may not be considered for an out-of-district transfer unless they meet the criteria listed below under closed schools, A, B, C, E, OR F.
Closed Schools (At or above 97% of Adjusted Functional Capacity)

A. Family provided childcare - Kindergarten through grade 8 - The student must go to school from, or return from school to, a family member’s home on a daily basis because both parents are employed and there would be no responsible adult in the child’s home.

1. Except in rare and unusual circumstances, Childcare will not be considered as a reason for out-of-district placement for students in grades 9-12.
2. All childcare supervision shall be verified in writing on the out-of-district form and signed by the childcare provider.

B. Moving into a school boundary - The applicant must provide a copy of a contract/lease with a proposed settlement/moving date at time of application.

1. Student is a member of an in-county family with specific proof of plans to move into the requested school’s attendance area during the current school year.

C. School Based Staff Member (.6 to 1.0) - a child of a .6 to 1.0 F.T.E. staff member may be approved for an out-of-district placement in the school where the staff member is assigned or a school that directly feeds into or out of the staff member’s assigned school.

D. Continue in the current school - Request to remain in a school where the student currently attends.

E. Jr. ROTC - Student is accepted into a Jr. ROTC program at a specific high school (see Administrative Regulations to Board of Education Policy JPA: High School Eligibility)

F. Siblings of students currently enrolled in the requested school.

4. Procedure

Implementation

A. For the purpose of out-of-district enrollment, a school will be designated as closed at 97% of the functional/and or state adjusted capacity of the school.

B. Parent(s) or legal guardian(s) may obtain an Out-Of-District Application from a school or the Department of Student Services.
C. All applications must be submitted by March 1st in order to be considered, in the event a lottery is needed. A lottery will be utilized when requests exceed available seats.

The completed application and all supporting documentation shall be postmarked or delivered to the Student Services Department, 125 North Court Street, Westminster, Maryland 21157 by March 1st. If March 1st is on a Saturday or Sunday, the deadline will be 4:00 p.m. the following Monday.

Applications and supporting documentation will be accepted as outlined below:

**Upcomingschoolyear:**
- Deadline of March 1st to be considered for a potential lottery
- Rolling applications accepted through July 31st

**Duringtheschoolyear:**
- Applications accepted from the end of the first quarter through the end of the third quarter for consideration of an out-of-district placement.

Note: A student will be approved for only one out-of-district placement in a given school year.

If, at any time, an applicant believes the application warrants review due to exigent circumstances, the applicant may submit a written appeal to the Supervisor of Student Services-Pupil Services.

D. The Student Services Department will investigate any request received within the timeframe stated above and approve or deny the request according to Carroll County Public Schools’ regulations.

E. Student Services staff will render a decision by April 1st for applications received prior to March 1st. Applicants who make an out-of-district request at other times of the year will be notified within ten working days of receipt of the application.

F. An exception to this regulation may be made by the Supervisor of Student Services-Pupil Services in rare and unusual circumstances when a significant, documented hardship is deemed to exist by student services staff.
G. Requests for Medical, Psychiatric, or Emotional Reasons - The Student Services Department will review such requests based on the criteria for out-of-district placement. Any request that includes information about an alleged medical, psychiatric, or emotional condition will be forwarded to an IEP/504 screening committee to review the information and take appropriate action as warranted. If the out-of-district request is denied, unless the IEP team/504 team makes a change in placement, the out-of-district placement denial shall be the final decision.

H. Written notification of the decision regarding out-of-district placement will be sent to the applicant.

I. Enrollment of the student will not begin until the out-of-district application has been approved, in writing, by the Department of Student Services.

J. Applicants may appeal decisions that deny an out-of-district request.

   1. An appeal of the decision shall be addressed in writing to the Superintendent of Schools, 125 North Court Street, Westminster, Maryland 21157. Appeals and all supporting documentation must be received no later than 10 working days after notification of the decision.

   2. An appeal of the Superintendent or Superintendent’s/designee shall be addressed to the President of the Carroll County Board of Education, 125 North Court Street, Westminster, Maryland 21157. Appeals and all supporting documentation must be received by the President of the Board of Education within 30 days after the decision is rendered.

K. All out-of-district approvals are subject to further and ongoing review and may be rescinded/denied upon recommendation by a Pupil Personnel Worker if one of the following conditions exist:

   1. Child’s attendance, behavior, or grades are unsatisfactory;
   2. Child no longer meets out-of-district criteria;
   3. Any information provided on the application or supporting documentation is false;
   4. The decision to rescind an out-of-district placement will take effect immediately. The student shall not be allowed to “stay put” during the appeal process.
5. **Responsibilities**

Attending an out-of-district school without authorization

A. Pupil Personnel Workers shall immediately investigate the enrollment of any student attending a school outside of their designated attendance area without an approved out-of-district application.

B. Based upon the result of the investigation, the Pupil Personnel Worker will:
   1. Direct that the student be transferred to the in-district school; or
   2. Provide an out-of-district application for the family to complete, if appropriate.

C. All exceptions to established out-of-district regulations will be reviewed/approved by the Supervisor of Student Services - Pupil Services prior to discussion/implementation with the family.
I. A school that is in one county and near the boundary of an adjoining county is free to the children of the adjoining county as provided in this section. The county boards of the two counties may provide jointly for the maintenance and support of the jointly attended school in the receiving county; and determine the geographical attendance areas and other attendance policies of the two counties for all jointly attended schools in the receiving county.

If the two county boards fail to agree on a geographical attendance area or attendance policy, the State Superintendent of Schools shall decide the matter.

II. For each fiscal year, the sending county shall pay the receiving county, for each student who resides in the sending county and who attends a public school in the receiving county, an amount equal to the lesser of: the local current expense per student in the sending county; or the local current expense per student in the receiving county. If the local current expense per student for the sending county is less than the local current expense per student for the receiving county, the difference, plus the appropriate State share of basic current expenses, for each student who resides in a sending county who attends a public school in the receiving county, shall be paid by the State to the receiving county and provided for in the appropriation to the State board.
Administrative Regulations

The Board of Education recognizes as its first responsibility the education of school aged children who are bona fide residents of Carroll County. Only such bona fide residents are eligible to enroll in Carroll County Public Schools tuition free.

A bona fide resident is a child that actually lives within Carroll County with a parent or other person who has legal custody or legal guardianship of the child documented by a signed court order.

Under certain conditions, a non-resident child may be eligible to attend school in Carroll County with or without tuition based on the guidelines established in these regulations. A determination of non-resident eligibility will be made by the student services staff on a case-by-case basis.

I. Tuition free eligibility (not to exceed 45 school days):

1. A family moves into Carroll County within 45 schooldays.

   A family who plans to move in to Carroll County within 45 school days may be granted up to a 45 school day tuition free enrollment period. Purchasing a property, renting, moving in to another family’s home, etc., while at the same time maintaining another residence in another county or state, will not constitute a reason for enrollment in a school in the attendance area of the secondary residence.

Application Process

a. The parent or legal guardian must complete a non-resident application and submit one of the following:

   • a copy of the signed contract of sale stating the proposed settlement date,
   • a copy of the signed residential construction contract stating the anticipated occupancy date,
   • a letter from the builder or realtor stating the proposed settlement date, or
   • a copy of a lease or letter from the landlord stating the occupancy date.

b. Upon moving into Carroll County, the parent or legal guardian must provide a legal proof of residence as required by Carroll County Public Schools. Tuition may be charged until proof of residence is provided by the parent or legal guardian (see Tuition Charges).

c. If, at the conclusion of the grace period, occupancy has not occurred tuition charges will be owed from the 1st day of conditional enrollment, unless specifically waived.
d. In the event that a real estate contract is cancelled or voided, enrollment in Carroll County Public Schools shall be terminated immediately.

2. A family moves out of Carroll County within 45 school days of the end of the current school year.

   A family who plans to move out of the county up to 45 school days prior to the end of the school year may be granted a 45 school day tuition free conditional enrollment period.

   **Application Process**
   See I. 1 a – d above

3. A family moves out of the county temporarily.

   A family who moves out of the county temporarily may be granted up to a 45 school day tuition free conditional enrollment period.

   **Application Process**
   See I. 1 a – d above

4. Legal guardianship being pursued.

   A child may be admitted to a Carroll County Public School, if guardianship is being pursued for reasons other than:

   - attending school
   - the quality of education
   - the conditions in the child’s previous school district such as racial imbalance or overcrowding
   - the convenience of the parent/legal guardian

   a. Under Maryland law, the appointment of a guardian is only appropriate upon*:

   - the death of the parents
   - the abandonment of the child
   - the child has been abused
   - the child has been adjudicated to be a child in need of assistance
   - the child is neglected
   - the child is a dependent child

* See Annotated Code of Maryland, Family Law § 5-313 and Carroll County Department of Social Services v. Edelmann, 320 Md. 150, 175, (1990).
Application Process

The parent, legal guardian, or other person seeking guardianship must complete a non-resident application and submit the following:

- A court-stamped copy of the petition for guardianship or a letter from an attorney which verifies the attorney is pursuing guardianship on the part of the family and
- A Power of Attorney Statement giving authorization for the responsible adult to have access to the child’s education record, give consent in educational and school-related matters concerning the child, and give consent for emergency medical treatment in the event the child is injured while on school premises or under supervision of school employees.

5. Hardship situation

A child living with a person other than a parent or legal guardian due to a serious family hardship may be admitted to Carroll County Public Schools. The child will not be considered for a non-resident waiver, if, for example, the child’s presence in Carroll County is due to:

- Attending school
- The quality of education
- The conditions in the child’s previous school district such as racial imbalance or overcrowding
- The convenience of the parent or legal guardian

II. Tuition based eligibility

1. A CCPS Employee (.6 TO 1.0F.T.E.)

An employee (.6 to 1.0 F.T.E.), may be granted permission for their child to attend the school in which the employee works or a school that directly feeds into or out of the school-based employee’s school.

- Application for non-resident approval must be made annually.
- Tuition will be charged annually as listed below and paid through payroll deduction.
  - Out of County: $1,000/Child/Year
  - Out-of-State: ½ of the current out-of-state tuition/Child/Year
  - Tuition may be charged at a per date rate
Application Process:

a. The employee (.6 TO 1.0 F.T.E.) must submit a non-resident application and submit proof of employment in Carroll County Public Schools and position they hold within CCPS.

b. In the event employment with Carroll County Public Schools is terminated, the non-resident approval will terminate as well.

c. In the event of the employee’s (.6 to 1.0 F.T.E.) position is changed to below a .6 F.T.E., the non-resident enrollment of the child may be modified or terminated.

2. The parent or legal guardian is employed in Carroll County
   A child of a parent/legal guardian who is employed in Carroll County may be admitted to a Carroll County Public School with payment of tuition.

   Application process:
   a. The parent/legal guardian must submit a non-resident application and proof of employment in Carroll County.
   b. In the event the parent/legal guardian’s employment is terminated, the non-resident approval will terminate as well.
   c. CCPS reserves the right to assign the school in which the child will attend.

3. The child attends a licensed daycare program located in Carroll County.
   A child who attends a daycare program in Carroll County may be admitted to a Carroll County Public School with payment of tuition.

   Application process:
   a. The parent/legal guardian must submit a non-resident application and proof of enrollment in a licensed Carroll County daycare program.
   b. Enrollment must occur by the first day of school.
   c. In the event the daycare enrollment is terminated, the non-resident approval will terminate as well.
   d. CCPS reserves the right to assign the school in which the child will attend.

II. Implementation

A. The Pupil Personnel Worker must review and approve the application prior to the enrollment of any non-resident pupil who applies for enrollment in a Carroll County School.

B. The Pupil Personnel Worker & Student Support Services/Designee may complete an investigation to determine if the student is eligible for enrollment in Carroll County Public Schools.

NOTE: Enrollment paperwork at the school will not begin until the non-resident application is approved by the Pupil Personnel Worker.

C. An exception to the non-resident regulations may be made by the Supervisor of Student Services-Pupil Services/Designee in rare and unusual circumstances when a significant, documented hardship is deemed to exist by Student Services staff.

D. Forms and other documents will be provided as outlined in section I this regulation.
E. Living Arrangements

In cases where an investigation is necessary, consideration will be given to the student’s living arrangement on school days. Students must physically reside on school days with a parent or other person who has legal custody or legal guardianship of the child documented by a signed court order.

III. Students Under Suspension or Expulsion

A non-resident student who is under suspension or has been expelled from a school in another jurisdiction will not be considered for enrollment in Carroll County Public Schools. In the event that a student who is under suspension or who has been expelled from another school system becomes a Carroll County resident, that student will be considered for enrollment and placement in accordance with our disciplinary regulations.

Note: The Superintendent or Superintendent’s Designee may deny enrollment for any student who is currently on extended suspension or expelled from another school system for a length of time equal to that suspension or expulsion.

A. Tuition

1. Tuition Charges - Tuition will be charged for non-resident students unless specifically waived by the Director of Student Services/Designee.

2. Tax Credits - Non-resident parents, or those with legal custody or legal guardianship of a child in Carroll County Public Schools and who pay property taxes in Carroll County, may have deducted the amount of such taxes paid which goes toward the operation of the schools, provided this sum does not exceed the charge for tuition.

3. Failure to Pay Tuition - Failure to make timely payments may result in denial of admission to Carroll County Public Schools, or if already attending, termination of enrollment and legal proceedings and/or prosecution for felony theft.

B. Approval/Denial

IV. The Pupil Personnel Worker will investigate the case and approve or deny the request. The parent and school staff will be notified of the decision.

- A non-resident pupil may not be enrolled until the non-resident application is approved by the Pupil Personnel Worker
- Upon approval by the Pupil Personnel Worker the student may enroll on a conditional basis.

II. All non-resident approvals are subject to further and ongoing review and may be rescinded if one of the following conditions exist:

1. Child’s attendance, behavior, or grades are unsatisfactory.
2. Child no longer meets non-resident criteria
3. Any information provided on the application or supporting documents is found to be fraudulent.

NOTE: In cases where an investigation is necessary, consideration will be given to the student’s living arrangement on school days. The student must physically reside on school days with a parent or other person who has legal custody or legal guardianship of the child documented by a signed court order.

III. Penalties

Commuting from another County/State to Carroll County for the purpose of attending school is not permissible, subject to payment of tuition from the date of enrollment, prosecution for felony theft, and immediate withdrawal from the Carroll County Public School system.

Failure to make timely payment of any tuition charged will result in denial of admission to Carroll County Public Schools, or, if already attending, termination of enrollment and legal proceedings and or prosecution for felony theft.

IV. Appeals

If the Supervisor of Pupil Personnel & Student Support Services/designee determines that the child is not a bona fide resident or denies the tuition-free enrollment of the child, the decision may be appealed to the Superintendent. The decision of the local Superintendent or Superintendent’s designee may be appealed to the Board of Education of Carroll County and further appealed to the State Board of Education in accordance with Section 4-205(c)(4) of the Education Article, Md. Ann. Code.

V. Out-of-County Living Arrangements

Section 4-120.1 of the Education Article of the Maryland Code provides that children who are placed by a state agency, licensed child placement agencies, or by the courts in living arrangements within counties other than where their parents reside, shall be enrolled in the receiving county without tuition charge. The law permits to be reimbursed by the school system in which the student’s parent(s) reside and provides a state mechanism for transfer of funds. The law applies only to Maryland residents who are placed by approved agencies and does not include children living with a relative, step-parent, or a person exercising temporary care, custody or control over a child at the request of a parent/legal guardian of the child. The Implementation Procedure (above) shall be used in enrolling these children.

VI. State Supervised Care – Children placed by a private agency licensed by the Social Services Administration, the Department of Social Services, the Department of Health and Mental Hygiene, or the Department of Juvenile Services.

June 2021
AFFIDAVIT REGARDING PURSUIT OF GUARDIANSHIP

I solemnly affirm under the penalties of perjury and upon personal knowledge the following:

1. __________________________ does not reside in Carroll County for the primary purpose of attending the Carroll County Public Schools.
   (Name of Student)

1. I made the following attempt(s) to obtain legal guardianship of the person of __________________________ but was unable to obtain such guardianship as follows:
   (Student)

____________________________________________________
____________________________________________________
____________________________________________________
____________________________________________________

Signature __________________________  Date __________________________

STATE OF MARYLAND, CARROLL COUNTY, TO WIT:

I HEREBY CERTIFY that on this ______ day of ________, 20____, before me the Subscriber, a Notary Public, in and for the State and County aforesaid, personally appeared, and made oath in due form of law that the matters and facts set forth in the foregoing are true and correct to the best of his/her knowledge, information and belief. WITNESS my hand and Notarial Seal.

____________________________________________________
Notary Public

My Commission Expires:

____________________________________________________
Form B
## Non-Resident Student Application

### General Information

I am applying for the child named below to attend a Carroll County Public School for the ___________ school year.

<table>
<thead>
<tr>
<th>Full Name of Child:</th>
<th>Requested School:</th>
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<tbody>
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<thead>
<tr>
<th>Gender (circle one):</th>
<th>Date of Birth:</th>
<th>Grade:</th>
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<tbody>
<tr>
<td>M</td>
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<tr>
<td>F</td>
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<table>
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<tr>
<th>Last School Attended (Name and Address):</th>
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### Name of Applicant

<table>
<thead>
<tr>
<th>What is your relation to the child? (circle one):</th>
<th>(specify relationship)</th>
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<tbody>
<tr>
<td>PARENT</td>
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<tr>
<td>LEGAL GUARDIAN</td>
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<td>FOSTER PARENT</td>
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<tr>
<td>OTHER</td>
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<th>Home/ Work / Other Phone:</th>
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### Name of Parent (If not applicant): Home Phone: _

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<th>Address:</th>
<th>Work Phone: _</th>
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<th>Home Phone:</th>
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| Name of Parent (If not applicant): Home Phone: _
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<tr>
<th>Address:</th>
<th>Work Phone: _</th>
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<th>City:</th>
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<th>Zip:</th>
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### Reason for Request (check appropriate section and provide information as indicated)

**Moving:** Parent/legal guardian is moving into, out of, or living temporarily outside of Carroll County up to 45 school days.

Address where you shall reside? _ Date of Move: ___________

Applicant must submit one of the following with this application: a signed contract on a home, a signed builder's letter, or a signed residential lease, including the following: Name, Address of Property, and Settlement Date

**Guardianship:** Applicant is a bona fide county resident seeking legal court-appointed guardianship of the child. It is the practice of Carroll County Public Schools to deny entry if the guardianship change is due to the parent's desire to have the child educated in a preferred school system/environment. Applicant must submit a copy of guardianship paperwork filed with the court including case number and a letter-of representation from an attorney verifying the pending guardianship change (if applicable). Must also submit a Power of Attorney document.

What is the reason for the guardianship change? _

**Family Hardship:** This application process is to be used only if the child does not qualify for kinship care.

Applicant is caring for a non-resident child because of a documented serious family hardship (death, serious illness, drug addiction, incarceration, abandonment and/or assignment to active military duty of the parent/legal guardian) which prevents the parent/legal guardian from caring for the child.

Applicant must attach documentation/written statement regarding the nature of the hardship

Contact information for authorities, agencies or individuals who can verify the family hardship claim:

<table>
<thead>
<tr>
<th>NAME</th>
<th>AGENCY / TITLE</th>
<th>PHONE NUMBER</th>
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</table>
CCPS Employee (.6 TO 1.0 F.T.E.): Applicant is a school-based employee (.6 TO 1.0 F.T.E.) who desires for their child to attend the school in which the employee works or a school that directly feeds into or out of the employee's school. Tuition will be charged at a rate of $1,000/Child/Year for a Maryland resident and ½ of the current out of state tuition/Child/Year for an out of state resident. School Employee – Position within CCPS: __________________________

Employed in Carroll County: Parent/Legal Guardian is employed in Carroll County – must submit proof of employment.

Licensed Daycare in Carroll County: Child attends a daycare program located in Carroll County – must submit proof of daycare enrollment. This provision cannot be used for grades 9-11. School assignment may be based on enrollment status of the school.

Out of County Living Arrangement/State Supervised Care: The child is placed by a State agency, a licensed child placement agency as provided by §5-507 of the Family Law Article, or a court in a county other than where the child’s parent or legal guardian resides. Child in an out-of-county living arrangement does not include a child living with a relative, stepparent, or a person exercising temporary care, custody or control over a child at the request of a parent or guardian of the child. My signature below gives CCPS permission to release information to the Carroll County Department of Social Services. Applicant must submit the following with this application:

- Letter from placement agency verifying placement of child in the home of a Carroll County resident. Documentation must include child’s name, date of birth, name of parent, address and county in which parent resides, and name and phone number of case worker.

Verification of Information and Agreement to Conditions of Approval

I verify that this information provided in this application and supporting documentation is true. In addition, if tuition is charged, I agree to pay the tuition according to the terms set forth by Carroll County Public Schools. I understand that failure to make timely payments may result in denial of admission to Carroll County Public Schools, or if already attending, termination of enrollment. I those moving into the county must reside in Carroll County on a full-time basis as of the date indicated in this application. I understand that providing false information and/or commuting from another county/state for the primary purpose of attending Carroll County Public Schools is not permissible, subject to prosecution for felony theft.

Parent/ Legal Guardian Signature: __________________________ Date: __________________________

If the applicant is not the parent or legal guardian of the student on the application the signatures, along with the required documentation is also required below:

Applicant Signature (if not parent) __________________________ Date: __________________________

Applicant will be informed of decision in writing

FOR CARROLL COUNTY PUBLIC SCHOOL USE ONLY

Approved ☐ Not Approved ☐ By: __________________________ Date: __________________________
Pupil Personnel Worker

Rev: __________________________ Date: __________________________
Supervisor of Student Services/Designee

Moving ☐ Custody/Guardianship ☐ Family Hardship ☐ CCPS Employee ☐ Licensed Daycare ☐ Tuition-free waiver all year
☐ -Tuition ☐ -30 day waiver ☐ -45 day waiver ☐ -Other

Consideration

☐ Work in County ☐ OOCLA

Conditions: __________________________
State of Maryland
County of ____________________________

Before me, the undersigned notary public, this day personally appeared ____________________________
__________________________ to me known, who being duly sworn, did make, constitute and appoint ____________________________ his (her)(their) true and lawful attorney, and authorized said attorney to

sign for the affiant(s) any application for assignment of:

- Medical Decisions
- Legal Decisions
- Educational Decisions
- Personal Affairs and all other matters
- Pick Student Up from School
- Enroll or Withdraw the Child
- Access to Student Record
- Visit or Observe in the School
- Confer with School Staff
- IEP/504 Decision Making

for the following child.

Full Name ____________________________ Date of Birth ____________________________

This power of attorney shall be ineffect from now until ____________________________.

Date

Signature - Parent/Legal Guardian ____________________________ Date ____________________________

Signature - Parent/Legal Guardian ____________________________ Date ____________________________

(If only one parent/legal guardian, put N/A on second parent/legal guardian signature line).

Sworn and subscribed to before me this ______ day of ________________, 20______,

________________________________________
Notary Public

Embossing Seal: ____________________________ Rubber Stamp Seal: ____________________________
CCPS RESIDENCE VERIFICATION STATEMENT

Student: ________________________________ Date of Birth: _______________

School: ________________________________

We hereby certify that the above referenced student and his/her parent(s)/guardian(s) reside on a full-time basis with a Carroll County resident. That resident is:

________________________________________________________________________

The address of that residence is:

________________________________________________________________________

Attach one of the following as proof of legal residence in Carroll County:

• assigned lease/rental agreement on a home/apartment in which the parent/legal guardian is currently residing
• current rent receipt*
• recent bill for a service delivered to the residence, *(e.g.; BGE, land-line phone, cable, oil, water)*
• mortgage statement/bill*
• assigned settlement document
• deed (must show parent/legal guardian’s name, house number and street name – plat information is not acceptable)
• property tax bill from the current fiscal year indicating “primary residence”
• Residence Verification Statement accompanied by an acceptable proof of residence for the owner/leasee of the property
• other (with prior Pupil Personnel Worker approval – Only)*
• Real Property Data Search Report listing parent/guardian name and “physical residence.”

*Date on document must be within 60 days of enrollment

We (the student, parent(s)/guardian(s) and the person with whom we live) have been informed of the residency requirements of Carroll County Public Schools and are aware copies of Board of Education Policy JECB (Admission of Non Resident Out-of-County Pupils) and the administrative regulations that support this policy are available upon request.

Finally, we are aware that providing false information regarding residency can result in a payment of back tuition owed to Carroll County Public Schools, immediate withdrawal from Carroll County Public Schools, and a referral to the Office of the State’s Attorney for investigation and possible prosecution for felony theft.

I/we solemnly affirm under the penalties of perjury and upon personal knowledge that the contents of this paper are true.

__________________________          _________________
Parent/Legal Guardian Signature Date Parent/Legal Guardian Signature Date

__________________________          _________________
Signature of Person Owning, Renting or Leasing
the Site of Residency Date

Revised 11/11, 8/12, 11/12
KINSHIP CARE

In response to Kinship Care legislation, which took effect in Maryland on July 1, 2003, and revised on 10/1/08, a student in an informal kinship care relationship (24 hours a day, seven days a week) previously domiciled in Maryland with the child’s parents or legal guardian, may be eligible to enroll in Carroll County Public Schools. To do so, the relative assuming kinship care must file a Kinship Care Affidavit and provide documentation of one of the following:

a. death of father/mother/legal guardian (copy of the death certificate or obituary)

b. serious illness of father/mother/legal guardian (copy of doctor’s report noting serious illness)

c. drug addiction of father/mother/legal guardian (documentation from treatment provider or parent)

d. incarceration of father/mother/legal guardian (documentation from legal system or jail)

e. abandonment by father/mother/legal guardian (statement from relative providing kinship care, written verification from a professional working with the family, or a statement from the parent/legal guardian.)

f. assignment of a father/mother/legal guardian to active military duty (copy of military order.)

The Maryland Kinship Care Affidavit must include the names, addresses and telephone numbers of all who can verify the above claim. The Supervisor of Pupil Personnel/Designee will contact the parents, legal guardians, agencies, authorities, and others as needed to substantiate the kinship care relationship. The Kinship Care Affidavit shall be filed annually, at least two weeks prior to school, to verify an ongoing kinship care relationship.

Abandonment may be documented via a statement from the parent/legal guardian, a statement from the relative providing kinship care, or written verification from a professional working with the family.

Unless the court appoints a guardian for the child or awards custody of the child to someone other than the relative providing kinship care, that relative (if the kinship care claim is verified) can make the full range of educational decisions for the child. However, the parent or legal guardians shall have final decision-making authority regarding the educational needs of the child.

5/13
MARYLAND INFORMALKINSHIP CARE AFFIDAVIT  

This affidavit and supporting documentation is required in order for a child residing in Maryland who is in an informal kinship care relationship to be enrolled in a Carroll County Public School.

1. I, the undersigned, am over eighteen (18) years of age and competent to testify to the facts and matters set forth herein.

2. ___________________________ whose date of birth is ____________________________, is living with me 24 hours a day, 7 days a week, because of the serious family hardship checked below. Check each that is applicable and attach written documentation of the hardship(s).

   - [ ] Death of father/mother/legal guardian (attach copy of death certificate(s) or other proof)
   - [ ] Serious illness of father/mother/legal guardian (attach copy of doctor’s report noting seriousness of the health issue)
   - [ ] Drug addiction of father/mother/legal guardian (attach documentation from treatment provider or parent)
   - [ ] Incarceration of father/mother/legal guardian (attach documentation from legal system or detention center)
   - [ ] Abandonment by father/mother/legal guardian (attach statements from relative providing kinship care, a recommendation from a professional who works with the family, or a statement from the parent/legal guardian)
   - [ ] Assignment of father/mother/legal guardian to active military duty (attach copy of military orders)

3. The names of the child’s parents or legal guardians are:

4. The last known addresses of the child’s parents or legal guardians are:

   County

5. Name of relative assuming kinship care:

6. My kinship relationship to the child is:

7. My address is: (Street, Apt. #)

   (City, State, Zip Code)

   My phone number is:

8. I assume informal kinship care of this child for 24 hours a day and 7 days a week on: ____________________________  

9. The name and address of the last school that the child attended is:

(Please complete reverse side)
I understand that the local superintendent of schools may verify the facts contained in the foregoing affidavit and conduct an audit, on a case-by-case basis, after the child has been enrolled in the county public school system. If county superintendent discovers fraud or misrepresentation, the child shall be removed from the roll of the local public school system.

I understand that if a change occurs in the care or in the serious family hardship of the child, I am required to notify the local school system in writing within 30 days after the change occurs.

I also understand that any person who willfully makes a material misrepresentation in the affidavit shall be subject to a penalty payable to the county/city for three times the pro rata share of tuition for the time the child fraudulently attended a public school in the county/city.

I solemnly affirm under the penalties of perjury that the contents of the foregoing are true to the best of my knowledge, information, and belief.

______________________________
Printed name of relative providing kinship care

______________________________
Signature of kinship relative

______________________________
Date

For Carroll County Public School Use Only

☐ APPROVED
☐ NOT APPROVED

By ____________________________ Date: ____________________________

Supervisor of Pupil Personnel & Student Support Services

_______ In-County Family

_______ Out-of-County Family

Revised 5/13
PUPIL TUITION CHARGES FOR SCHOOL YEAR 2022-2023

Out-of-County

These students are charged only the local cost of education for the current year.

$8,535

Out-of-State

Since these students are not Maryland residents, they are charged the total state plus local cost of education for the current year.

$15,084

July 2022
AGE OF MAJORITY

School officials shall make every effort to facilitate the involvement of the parents of any student within Carroll County Public Schools regardless of age. However, Article 1, §24 of The Annotated Code of Maryland provides that a person eighteen years of age or older is an adult for all purposes.

Therefore, an eligible student, age 18 or older, may choose to exercise his/her age of majority rights. An eligible student shall notify the principal, in writing, of his/her intent to exercise age of majority rights. This request shall be honored and the student shall make his/her own regular education decisions.

Though the student may make his own decisions, the Federal Educational Rights and Privacy Act (FERPA) permits the local school system to continue communication with the parent/legal guardian regarding the educational record of an eligible student, if the student is a dependent for tax purposes or in the case of a health or safety issue regarding the student.

Therefore, the principal shall notify in writing, the eligible student and his/her parent/legal guardian of the student’s age of majority request. If the parent/legal guardian wants to continue receiving information regarding the educational record and the student is a tax dependent, the parent/legal guardian shall request such in writing to the Principal within 10 school days of the principal’s notification. A copy of the parent/legal guardian’s current tax return must be attached to the request.

The following additional guidelines shall clarify in what instances general information may be released to parents of a student who has exercised his/her age of majority rights:

- **Communications from the school** (i.e., newsletters, principal letters, etc.) may be sent to all parents/legal guardians of students (regardless of the student’s age).

- **Disciplinary situations**: Section 7-304 of the Public School Laws gives students or parents/legal guardian the right to a hearing and appeal of a suspension and expulsion. Therefore, parents/legal guardian of students eighteen years and older may attend suspension/expulsion hearings and appeals.

- **Registering and withdrawing from school**: Students who are eighteen years or older may register or withdraw from school without the presence of a parent/legal guardian. However, in most cases, it is appropriate for school personnel to inform the parent/legal guardian of the student’s action.

If questions arise regarding a student who has exercised his/her age of majority rights, please contact the Pupil Personnel Worker assigned to the student’s school.

A student, who receives special education or 504 services, may exercise his/her age of majority rights to make regular education decisions. However, the student may only make special education/504 decisions if the student does not reside with his/her parents, is not in the care or custody of another public agency, and has not been adjudged incompetent under state law.

**eSchoolPlus Procedures**

The student shall be entered in ESP as a guardian. If the student no longer lives with the parent/guardian, the student shall provide proof of residence for the record. The student shall complete a new emergency card. The parent/legal guardian shall be identified in ESP as a guardian. However, the parent/legal guardian shall not be contacted unless the student has identified the parent on the emergency card to be contacted in case of an emergency.

REV. 10/11
Dear [Eligible Student]:

On [Date], I received your written request to exercise your age of majority right to make your own educational decisions. Article 1, §24 of the Annotated Code of Maryland provides that a person eighteen years of age or older is an adult for all purposes. Therefore, effective immediately, you are responsible for making your own educational decisions.

However, the Federal Educational Rights and Privacy Act (FERPA) permits Carroll County Public Schools to continue communicating with your parent/legal guardian regarding your educational record if you are dependent for tax purposes on your parent/legal guardian, taxes or in the case of a health or safety issue that concerns you. Therefore, Carroll County Public Schools may contact your parent/legal guardian as necessary.

You may contact me at [PhoneNumber] if you have any questions regarding this matter. Best of luck to you.

Sincerely,

Principal

c: Assistant Principal
Registrar
Pupil Personnel Worker
Counselor
file
Dear [Parent]:

On [Date], I received a written request from your child, [Child’s Name] to exercise his/her age of majority rights to make his/her own educational decisions.

Article 1, §24 of the Annotated Code of Maryland provides that a person eighteen years of age or older is an adult for all purposes. Carroll County Public Schools is legally obligated to honor this request. Therefore, effective immediately your child, [Student’s Name], is responsible for making his/her own educational decisions.

However, the Federal Educational Rights and Privacy Acts (FERPA) permits Carroll County Public Schools to continue communicating with you regarding your child’s educational record if your child is a dependent for tax purposes or in the case of a health or safety concern regarding your child. If you wish to continue receiving educational information regarding your child and your child is a tax dependent, please indicate such in writing to the Principal within 10 school days of the date of this letter. You must attach a copy of your current tax formsto verify your child is a tax dependent.

You may contact me at [Phone Number] if you have any questions regarding this matter.

Sincerely,

[Principal]

C: Assistant Principal
Registrar
Pupil Personnel Worker
Counselor
file

3/09
EMANCIPATED STUDENTS

A student is considered emancipated under one of the following conditions:

1. A student is eighteen years or older and living independently of his/her parent(s) or guardian(s). Verification that the student is emancipated under this condition is established by the pupil personnel worker. (See Emancipated Student Form on the following page)

2. A student is married. The school shall require the student to present a copy of the marriage license.

3. A student is under the age of eighteen and has been declared emancipated through the courts. The student must present school officials with a copy of the court decree declaring the student's emancipation.

In cases involving questions concerning the emancipation status of a student, the school should notify the pupil personnel worker. In all cases, the burden of proof regarding emancipation rests with the student.

NOTE: A minor student living apart from his/her parent(s)/guardian(s), but not married or emancipated through the courts, is still under the authority of his/her parent(s)/guardian(s). Emergency procedure cards must reflect the current student address and the appropriate emergency numbers of the parent(s)/guardian(s).

E SchoolPlus (ESP) Procedures:

The student shall be entered in ESP as a guardian. The student shall provide a proof of residence for the school record. The student shall complete a new emergency card. The parent/legal guardian shall remain in ESP as a guardian. The Parent/legal guardian may be listed in ESP as an emergency contact if the student lists the parent/legal guardian on the emergency card.
EMANCIPATED STUDENT FORM

I/We, the parents/former legal guardians of ________________________________ (Student),
________________ (DOB), certify that he/she no longer lives with me/us at ________________________________.
For all intents and purposes, ________________________________ is an emancipated student living at ________________________________
and is responsible for all educational matters, disciplinary actions, and medical treatment.

________________________________________  __________________________
Parent/Legal Guardian  Date

________________________________________  __________________________
Parent/Legal Guardian  Date

________________________________________
Address

________________________________________
Student  Date

________________________________________
Address

________________________________________
Notary Seal

Received by: ________________________________  __________________________
Pupil Personnel Worker  Date

8/90
FOREIGN EXCHANGE STUDENTS

I. Board of Education Policy JECBA

A. When a foreign student becomes a temporary resident with a Carroll County family under the auspices of an approved foreign exchange student organization or agency, and is approved for enrollment in a Carroll County Public school, that student shall be permitted to attend Carroll County schools free of charge.

B. Approved organizations or agencies are those authorized by the United States Department of State, and for which an Exchange Visitor Program Number has been assigned. Other authorization for attendance without tuition charge, by foreign students, shall require individual approval of the Board of Education.

II. Administrative Regulations

The Carroll County Public Schools recognize the value of foreign exchange programs and appreciate the contributions exchange students make to the school and general community. Because of the increasing number of exchange programs now in operation, it is necessary to establish basic guidelines for foreign student enrollment.

Prior to commitment to host families, exchange program coordinators will obtain enrollment approval from the appropriate high school principal.

A. In order to be considered for enrollment, foreign exchange students should be at least fifteen years of age and must meet the requirements of Board of Education Policy JECBA.

B. The foreign exchange student must be under the auspices of an approved exchange student organization or agency. Approved agencies are those authorized by the United States Department of State for which an exchange visitor program number has been assigned.

C. Enrollment will be considered for fully year or semester programs only.

D. High school principals will be responsible for approving enrollment of foreign exchange students in their respective schools. Principals will determine, in the late spring of each year, the maximum number of foreign exchange students who may be enrolled for the following year. Priority is given to applicants that will reside with host families that have children attending the host school.

E. Students must meet Board of Education requirements with regard to school attendance areas.

F. Sponsoring programs must complete a Foreign Exchange Student Enrollment Application at least sixty days prior to the anticipated enrollment date. A copy of the approved application will be forwarded to the Director of High Schools.

G. Sponsoring programs must submit transcripts and health/immunization records with the Foreign Exchange Student Enrollment Application.

III. Program Completion and Participation in Graduation Exercise

A. Foreign exchange students should be granted an opportunity to participate in graduation exercises.

B. Comment at the graduation ceremony and/or notation on the graduation program should be made designating foreign exchange students.

C. All participants in a student foreign exchange program who complete at least one year of study shall receive the Maryland International Student Certificate.

D. In exceptional circumstances, a foreign exchange student may be awarded a Maryland High School diploma if the student meets all graduation requirements. The foreign exchange student must present a written request identifying the reasons why the diploma is requested along with a complete, official transcript of the student’s academic record to date including the high school record from the student’s homeland. School staff will review the record and make a recommendation to the principal regarding the awarding of a diploma. The principal shall have the authority to determine if a diploma will be awarded.

revised 10/91, 8/00, 5/06
CARROLL COUNTY PUBLIC SCHOOLS
Foreign Exchange Student Enrollment Application

School: ________________________________
Enrollment Period: ________________________________

A. Student ________________
   Birthdate ________________________________
   Country ________________________________
   Permanent Address ________________________________

______________________________

B. Father’s Name ________________
   Mother’s Name ________________
   Address (if different from above) ________________________________

______________________________

C. Name, address, and phone number of host student and host parents:
   Student ____________________ Grade ________________
   Parents ____________________
   Address ____________________
   Phone ____________________

D. English Proficiency
   Number of years of study of English ____________________
   Proficiency scale (if known)
   Speaking ____________________
   Writing ____________________
   Reading ____________________
   *Transcripts from the school in the student’s homeland and health/immunization records must be attached to this application.

______________________________

E. Has this student graduated from high school or its equivalent in his/her home country?
   □ Yes □ No

______________________________

F. Sponsoring Program ________________________________
   Exchange Visitor Program Number ________________________________

______________________________

G. Name, address, and phone number of this program’s contact person for:

______________________________

Signature of Sponsoring Program’s Representative ________________________________

Approved □ Not Approved □
School Principal ____________________ Date ____________________
Host Parents ____________________ Date ____________________
Date ________________
By signing this application, the host parents affirm that they have accepted the student and that they are aware that neither the school nor the Carroll County Public Schools assume any financial responsibility other than waiver of tuition. This signature also indicates acknowledgement that only in rare circumstances when all graduation requirements are met, would a Maryland High School Diploma be awarded. Otherwise, the student will receive a Maryland International Student Certificate. 4/30/87, 7/05.
Visitation Guidelines

Parents and legal guardians are encouraged to visit schools to meet administrators and staff, to view the facilities, to gain knowledge of the instructional program, to volunteer, and to attend special events and celebrations. At the same time, it is important that such visits not interrupt instruction, distract students or staff, or interfere with other students’ right to privacy. The following guidelines apply to requests for visiting classrooms and lunchrooms.

1. For security reasons, all visitors shall check in at the main office upon arriving at the school, where they will be required to present a government-issued photo identification that includes a date of birth, i.e., driver’s license, U.S. Passport.

2. Any person wishing to observe a class in which their child is in attendance shall arrange the visit in advance with the teacher and principal. An administrator or designee may be available throughout the observation to answer questions. Every effort shall be made to limit interference with instruction and not to distract students or staff during a visitation. Visitors will be asked to remain seated in a designated area and will not be permitted to speak to staff or students during class. Should a parent/legal guardian have questions for the teacher, a separate appointment shall be scheduled for that purpose. Visitors wishing to observe a class are asked to make arrangements for other children in their care in order to minimize disruptions. Classroom observations shall last no longer than two (2) hours, include no more than two (2) individuals at a time, and be limited to one (1) time per marking period. If a representative of the family (i.e., advocate, attorney, etc.) is observing, that visit shall count as the quarterly observation.

3. To protect the privacy rights of students, the class may not be videoed or audio-taped, and no pictures may be taken. Cell phones, laptops, and other technology may not be used during the visitation and should be left in the main office or kept out of sight.

4. Students not enrolled in Carroll County Public Schools are prohibited from visiting or shadowing other students while school is in session.

5. Parents/legal guardians who wish to eat lunch with their child in the school’s lunchroom shall sign in at the school’s office. Parents/guardians who bring food for their child shall not bring food for or share food with other students. If an adult other than the parent or legal guardian wishes to visit during lunch, that adult must have the written permission from the parent or legal guardian.

6. School administrators may terminate a visit when a visitor interrupts instruction, distracts students or staff, or interferes with other students’ right to privacy.

7. Trespassers may be arrested and prosecuted.

Revised 7/06, 5/12, 5/16
Guardianship and Custody
Definitions, Rights, and Restrictions: Student Access and Information

Guidelines: School personnel shall provide parental access to students' and student information in accordance with legal documents as provided to the school by the parent(s). A summary of the rights and/or restrictions of the various guardianship and custody arrangements are summarized on the "Parental Access Chart" found later in this regulation. Questions about the interpretation of court documents, and/or the rights of parents shall be directed to the Pupil Personnel Worker assigned to your school.

I. Definitions:

1. Guardianship
   a. Legal Guardian: A person who is entrusted with the care of a person, that person’s property, or both, when such person, by statutory definition or judicial finding, is incapable of administering his or her own affairs, whether because of age, inability to understand, or lack of self-control. The usual form of guardianships that of individuals considered minors under state statutes. By law, both natural parents are presumed to be the guardians of their minor child unless changed by court order.
   b. Standby Guardian: A person having full authority to make medical and educational decisions on behalf of student if/when parent becomes incapacitated/debilitated.
   c. Temporary Guardian: A person appointed by the court pending the appointment of a substituted or successor guardian. Also called 'pendentielite' guardianship.
   d. Guardian ad Litem: A court-appointed individual who, for the purpose of pending litigation, puts himself/herself in the shoes of a legally incompetent person such as a minor child. He/she also investigates the matter and files a report with the court.

2. Custody
   a. Custody/Legal Custody: A person having the rights to make all decisions regarding the health, welfare, and education of the child. If only one parent is awarded legal custody, the other parent is known as the non-custodial parent.
   b. Joint Legal Custody: Both parents have the same rights to make major life decisions on behalf of the child. For example, major life decisions to be made jointly by the parents include where the child is to be enrolled in school, whether the child needs special education, whether the child is retained, etc. However, what the child wears to school, what the child eats for lunch, who picks the child up from school, whether the child can go to a field trip, etc., are all day-to-day non-major life decisions that should be made by the parent who has arranged physical custody of the child on a given day.

* In the event that both parents have the right to make a certain decision and are not able to agree, the decision of the parent with primary physical custody or the registered parent will be recognized and implemented as appropriate.

   c. Non-Custodial Parent: A parent who is not awarded legal custody via court order, but whom may be awarded visitation. This parent may consent to emergency surgery or other necessary medical care for the child while in his or her care, when there is insufficient time to contact the parent with legal custody. Non-custodial parents may only remove a child from school with the permission of the custodial parent. Non-custodial parents may attend school functions; participate in IEP meetings; receive copies of student records; and otherwise participate in school matters unless restricted by court order. Note: The non-custodial parent shall not enroll a child in school unless he/she has written, notarized permission from the custodial parent which states the child may reside with the non-custodial parent and grants permission for the non-custodial parent to enroll the child in school and make educational/medical decisions for the child.
d. Physical Custody: The parent with whom the child resides. This parent has the right to make day-to-day, non-major life decisions regarding the child during the times of physical custody.

   i. Primary Physical Custody – The parent with whom a child resides the majority of the time as specified in a court order.

   ii. Shared/Joint Physical Custody – Situation where a child resides with both parents, as outlined in a court order.

e. Resident Parent: The parent who resides at the home from which the child was sent to school on a given day.

f. Registered Parent: The parent to whom the child is registered in the student database.

g. Sole Legal Custody: A person having the right to make all decisions regarding the health, welfare and education of the child.

h. Split Custody: Custody split between two parents, with one parent having custody over one or more child(ren) and the other parent having custody over the remaining child(ren).

i. Mediation Contract/Agreement: Mediation is used by divorcing parties to work together to decide what is best for children regarding custody and visitation. Mediation may be court ordered or voluntary. Court ordered mediation results in an agreement that is signed by a judge and is legally binding. Voluntary mediation results in an agreement signed by both parties.

   A mediation agreement that has been signed by a judge or incorporated but not merged into a court order will be treated as a legal court order. A mediation agreement that has been signed by both parties shall be reviewed by staff in the Student Services Department before placing in the student’s cumulative record.

3. Separation

   a. Separation: Parents live apart without a formal agreement or court order.

   b. Primary Care Parent: Parent with whom the child resides the majority of the time and with whom the child is registered in the student database. This parent makes day-to-day decisions while the child is in his/her care.

   c. Non-Primary Care Parent: Parent with whom the child does not reside the majority of the time. This parent may be involved in educational and medical decisions. This parent can also make day-to-day decisions when the child is in his/her care.

   • In the event that both parents have the right to make a specific decision and are not able to agree, the decision of the primary care parent will be recognized and implemented as appropriate.

4. Other

   a. Foster Parent: A substitute parent who provides temporary care of child(ren) as placed and supervised by governmental or charitable agencies. Guardianships are usually maintained by the placement agencies. (Children in State Supervised Care – see section III of this procedure).

   b. Partner of Parent: An adult who lives with the child’s natural/biological parent, but is not married to the parent.

   c. Power of Attorney: A written document, certified by a notary public, designating a person or party as an agent empowered to act for another person in a legal capacity. A power of attorney is not sufficient to confer guardianship over a child and will not suffice to change the legal residence of a child without a court order or other Student Services Department designation.

   d. Step Parent: An adult who is married to a child’s natural/biological parent.
5. Court Orders
   a. All court orders must be signed by a Judge. A Master’s signature will not be honored. Recommendations will not be honored, unless signed by a Judge.
   b. A court order with handwritten items and/or crossed out items will not be accepted.
   c. A Maryland Court Order takes precedence over another state’s court order, unless formally filed in a Maryland Court.

II. Procedures for determining parental rights, access to the child, and access to student information:

1. Parental Rights
   - Verify the identity of the person with a photo driver’s license, or a passport.
   - Verify the parental relationship of the person with the child as documented on the proof of birth, student registration form, court document, notarized statement from the mother, or other school record.
   - Request a copy of the court order defining parent custody, as needed.
   - Identify the role of each parent as documented in the court order.
   - Clarify the role of the parent using the definitions listed above.
   - Locate the parent(s) role on the “Parental Access Chart” below.
   - Allow or disallow parent in involvement indicated on the chart.
   - Refer questions to the Pupil Personnel Worker, Supervisor of Pupil Personnel Workers, or Director of Student Services, in that order.

2. Release of student records/information to the non-custodial parent
   a. Non-custodial parents may receive school records and routine school information unless prohibited by court order. This information may be obtained in two ways. A non-custodial parent may register in the Home Access Center to receive electronic access to student information or the non-custodial parent may make a request for information annually in writing. The request should include the non-custodial parent’s name, address, and the type of information requested, as well as, a stamped self-addressed envelope.
   b. When a written request for information is submitted to the principal, the principal shall make a reasonable effort to notify the parent before releasing requested information. However, the custodial parent may not ‘veto’ the non-custodial parent’s request without a court order.
   c. Check the student file for court orders or other legal documentation. Student information shall not be provided if a court order or the “Parental Access Chart” denies the provision of such information.
   d. Identify the role of the parent as documented in the court order.
   e. Refer to the “Parental Access Chart” to determine the right of the parent to have such information. (Having the right to access student information may be different from the right to make educational decisions.)
   f. Determine what information to provide.
      i. Is the information that is being requested something that would normally be given to any other parent making the same request? (i.e.: copies of report cards, school newsletters, homework assignments and other information routinely sent home).
      ii. Would providing the requested information in the time or manner requested create an undue hardship for the teacher or the school?
      iii. Questions regarding the provision of information to parents should be directed to the Principal.
   g. A reasonable fee for copying and mailing documents may be charged, however, the school shall waive payment of such fee if the parent provides a notarized affidavit stating that they are unable to pay the fee.
   h. Refer all questions or disagreements to the school principal.
i. On an annual basis, principals shall review procedures with staff for responding to parent requests for student information.

3. Parent Visitation at School
   a. Requests to visit with a child at school shall not be honored.
   b. Parents may visit the school only in accordance with routine school procedures such as during American Education Week, field days, concerts, and other events when parents are invited to visit during the school day. Only those parents who have a "no contact"/restraining order prohibiting contact with a child, shall be prohibited from participating in school events.
   c. A court order with a parent/child visitation schedule is not applicable to the school day. A visitation schedule does not alter Carroll County Public School procedures for access to a child, school visitation, or removal of a child from school.
   d. Carroll County Public Schools will not assume responsibility for, nor accommodate, supervised visitation.

4. Release of child from school
   a. Children shall be released to parents as outlined on the “Parental Access Chart”.

5. Parental disagreement: In the event that both parents have the right to make certain decisions and are not able to agree: (see joint custody for further clarification)
   a. Identify the decision desired by each parent.
   b. Encourage both parents to attempt to resolve their dispute away from the school and reach a workable agreement. Staff may refer families to available mediation programs if needed.
   c. Be certain both options are permissible by Carroll County Public Schools’ policies, regulations, and procedures.
   d. Inform parents:
      • Both parents have legal rights to make the decision.
      • Carroll County Public Schools’ procedures dictate that if parents cannot agree, the decision of the registered parent will be recognized and implemented as appropriate.
      • Appropriate staff will be notified of the decision.

6. Special Education Educational Decisions (IDEA)

Under the IDEA, it is the "parent" who has the right to make IDEA-related education decisions. The IDEA, however, recognizes that "parents" are often persons other than the biological parents. Accordingly, the IDEA identifies the following people whom may be the "parent" authorized to make education decisions:
   • a biological parent and/or an adoptive parent;
   Or in the absence of the biological or adoptive parent:
   • a foster parent with whom the student lives, if the foster parent has been granted limited guardianship for educational decision-making purposes by the court that has placed the student in foster care;
   • a guardian who is authorized to act as the child’s parent or to make education decisions for the child;

Or in the absence of any of the above:
   • an individual who acts in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) if the child lives with that individual or if that individual is legally responsible for the child's welfare;
   • a "surrogate" parent. A "parent surrogate" is a person who is appointed by the local school superintendent or their designee to act in the place of a parent to a student in the educational decision-making process.
Note: The term “parent” does not include a social worker or other employee of a public agency who is responsible for the education or care of a student. If guardianship and educational decisionmaking is unclear, contact the office of special education.

The school must recognize a birth or adoptive parent who is attempting to act on behalf of the child in the special education system as the educational decision-maker unless that person's legal right to make educational decisions for the child has been terminated by a judge or a judge has appointed a different person to make educational decisions. If a birth or adoptive parent has the right to make educational decisions for his or her child but is unable or unwilling to do so, the school can recognize the authority of another person as the "parent" if he or she fits into one of the categories stated above, such as a foster parent or relative with whom the child is living.

A school must appoint a surrogate parent when:

- there is no other person who can be the "parent" as defined by the IDEA;
- the school cannot locate a parent, as defined by the IDEA, after reasonable efforts;
- the child is a ward of the State, but only if there is no biological adoptive parent who has the authority to make educational decisions, no foster parent, and no court-appointed guardian; or the child is an "unaccompanied homeless youth" as defined by the federal law that protects the rights of homeless youth.

Parent surrogates are not needed for students who reside with a relative, step-parent, or grandparent (blood relative). If the student is in the process of being adopted, while the adoption process is ongoing, the child would need a parent surrogate appointed if there is not another individual(s) who meet the definition of “parent” under the IDEA.

When a student represented by a parent surrogate reaches age 18, any notice regarding special education shall be provided to the student and the parent surrogate. If the student has not been judged incompetent at the age of 18 and the student requests that the rights transfer to the student, then all rights provided to the parent surrogate will transfer to the student.

The parent surrogates shall represent the student with a disability in all aspects of the educational decision-making process.

Parent surrogates are only necessary in the absence of the natural parent. Parent surrogates will not be appointed for foster children whose own parents are known and actively involved with the children, unless directed by the courts. Parent surrogates will also not be appointed for children for whom non-related caretakers hold guardianship. In those instances, the relative or caretaker will stand in place of the natural parent. (In this last case, training may be helpful for informational purposes.)

Contact the Office of Special Education for information about a parent surrogate.

When the biological parent or adoptive parent is “attempting to act” as the parent, and another person(s) meets the definition of parent, the birth or adoptive parent will be presumed to be the parent unless

- They do not have legal authority to make educational decisions for the child; or
- A judicial decree or order specifies another person who fits the parent definition to be the parent.

III. Children in State Supervised Care – Include those students under the custody of, committed to, or otherwise placed by a private agency licensed by the Social Services Administration, the Department of Social Services, the Department of Health and Mental Hygiene, or the Department of Juvenile Services.

1. Educational Decision Making:

“General education decisions” means decisions involving non-special education services, including but not limited to, field trip authorization, parent-teacher conferences, signing report cards, school counseling office matters, choice of academic program and courses, career program choices, testing authorization, special programs authorization, (e.g., sex education, armed forces recruiting), choice of magnet or other non-zoned schools, school health-related decisions, school discipline, sports and other extra-curricular participation, and parental options under No Child Left Behind.
“Parent Surrogate” has the meaning stated in Education Article, §8-412(a)(6), annotated Code of Maryland.

“Special education decisions” means all decisions relating to identification, evaluation, educational placement, or discipline of a child with a disability as defined in Education Article, §8-401, Annotated Code of Maryland.

A. General Education Decision-making
   a. natural parent, if he/she retains educational decision-making authority; or
   b. the placement agency caseworker, or person designated by the caseworker, such as:
      i. a parent;
      ii. education guardian;
      iii. formal kinship care provider;
      iv. residential childcare program representative; or
      v. treatment foster care caseworker

   • Within 10 days of enrollment in school of the child in State-supervised care, the placement agency caseworker with care and custody of the child will identify and provide contact information to the receiving school concerning which person listed above is the primary decision maker for general education decisions and which person listed above is the secondary decision maker if the primary decision maker is unavailable.

   • The local school system shall maintain in the student’s school record the information provided above.

B. Special Education Decision-making

• Persons authorized to make special education decisions as defined in Section II–6 of this Regulation.

• The local superintendent or designee shall appoint a parent surrogate in compliance with the requirements and timeliness set forth in Education Article, §8-412, annotated Code of Maryland.

• The local school system shall maintain all parent surrogate documentation in the student record.

Each local school system shall identify a contact person to address issues of coordinating, information sharing, decision making, and problem solving on behalf of children in state supervised care. The contact person shall be a member of the Student Services Department.

IV. Staff involvement in legal matters:

1. Requests from parents, attorneys, or other individuals for a written statement on behalf of a parent in custody/visitation matters shall not be honored.

2. A request to interview a staff member(s) by a court-appointed representative (i.e. Best Interest Attorney, CASA Worker) to represent the child shall be honored. A valid court order naming the representative must be provided prior to the scheduling of the interview. The request shall be made via the Principal and scheduled at a time convenient to the Principal and staff member. A school administrator shall supervise the interview.

3. A request to interview a staff member(s) by an attorney who represents a parent or other party other than the child shall not be honored.

4. Requests for staff to testify in court shall not be honoredunless the employee is subpoenaed. Subpoenas must be properly served via hand delivery by a non-party over 18 years of age or by certified mail, restricted delivery to the employee named in the subpoena. The individual receiving the subpoena shall notify the school Principal as soon as possible. The principal may contact the Director of Student Services to request an attempt to quash the subpoena. A subpoena shall not be accepted by anyone other than the person for whom it is issued.

5. An improperly served subpoena shall not be honored. In the case of an improperly served subpoena, the issuing party shall be notified of such via a letter found at the end of Section 6 of the Student Services Manual.
6. Parents shall be notified in writing of any subpoena requesting production of student records or student information. Written notification shall be made by a letter found at the end of Section 6 of the Student Services Manual.
# Parental Rights and Restrictions Regarding Access to Students and Student Information

## Custody/Legal Guardianship

### COURT ORDERS ON FILE

<table>
<thead>
<tr>
<th>Custody/Legal Guardianship</th>
<th>Enroll / Withdraw</th>
<th>Educational Decisions</th>
<th>Pick up student</th>
<th>IEP Decisions</th>
<th>504*** Only for Consent to Assess</th>
<th>School Records/ HAC</th>
<th>Visit School/ Observe</th>
<th>Teacher Conferences</th>
<th>Receive Routine Communications **</th>
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1. Unless with permission of the custodial parent or primary care parent or legal guardians
2. Unless the child appears on the emergency card in the event of an emergency and the person is listed on the emergency card. Check ESP for critical alerts.
3. Only the consent of the legal guardian.
4. The parent makes the decisions for the child (ren) for whom they have custody.
5. The parent makes decisions for the child (ren) in their care.
6. Unless with approval from the pupil personnel worker or student services.
7. Unless specified in a court order in the power of attorney document.
8. Unless requested in writing annually (comment not currently used).
9. Unless otherwise specified in writing by the placement agency.
10. Unless with written permission from the parent or accompanied by the parent.
11. Unless the court has granted limited guardianship for educational decision-making rights OR the person is designated as a parent surrogate by CCPS.
12. Unless written, notarized permission from the parent who has primary physical custody.
13. Unless the registered parent disagrees.
15. Unless the parent who has arranged physical custody/registered parent agrees.
16. Unless prohibited by Student Services Department.
17. Unless that person is acting in the place of a biological or adoptive parent and with whom the child is living.

*Once the noncustodial parent is granted written, notarized permission to enroll the child in school, he/she has the same educational rights as the custodial parent.
** Routine Communications includes school newsletters, announcements, and information about activities. It does not include personal information about a student.

***504 Consent is required only for assessment/evaluation (initial or triennial). School-based teams approve 504 plans; parent signature or participation is not required.
The purpose of the Emergency Card is to provide a list of people who may be contacted in the event of any emergency. The completion of the emergency card is not considered a major life decision to be jointly made by parents. Therefore, the completion of the emergency card shall be the right of the parent with primary physical custody or the registered parent. Though a parent may be crossed off the emergency card, that parent/guardian can only be removed from ESP with authorization from Student Services. In the case of joint legal and joint physical custody, the parent at the address where the child is registered for school should complete the emergency card. In that situation both parents shall be listed on the card and the contact order shall be determined by the parent to whom the child is registered for school. Only one emergency card should be completed for each student. Please review the following chart for additional guidelines.

<table>
<thead>
<tr>
<th>Type of Parental Rights</th>
<th>Complete/Modify the Emergency Card</th>
<th>Listed on Emergency Card</th>
<th>Listed In eSchoolPlus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guardianship (Court Order on file or Student Services Approved)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Legal Guardian, Temporary Guardian, or Guardian ad litem</td>
<td>Yes</td>
<td>Yes, as Guardian</td>
<td>Yes, as Guardian</td>
</tr>
<tr>
<td>Standby Guardian, Kinship Care, or Non-resident</td>
<td>Yes with Student Services approval</td>
<td>Yes, as Guardian</td>
<td>Both parent and standby guardian as Guardians</td>
</tr>
<tr>
<td><strong>Custody (Court Order on file)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sole Legal Custody</td>
<td>Custodial Parent</td>
<td>Yes, as Guardian</td>
<td>Yes, as Guardian</td>
</tr>
<tr>
<td>Joint Legal Custody</td>
<td>Parent with whom child resides 50% or more of the time or the parent with whom the child is registered for school</td>
<td>Both Parents, as Guardians</td>
<td>Both Parents, as Guardians</td>
</tr>
<tr>
<td>Sole Physical Custody</td>
<td>Yes</td>
<td>Yes, as Guardian</td>
<td>Yes, as Guardian</td>
</tr>
<tr>
<td>Shared/Joint Physical Custody</td>
<td>Parent with whom child resides 50% or more of the time or the parent with whom the child is registered for school</td>
<td>Both parents, as Guardians</td>
<td>Both parents, as Guardians</td>
</tr>
<tr>
<td>Non-Custodial Parent</td>
<td>No</td>
<td>Yes, as Guardian</td>
<td>Yes, as Guardian</td>
</tr>
<tr>
<td><strong>Separation (No court order)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary Care Parent</td>
<td>Yes</td>
<td>Yes, as Guardian</td>
<td>Yes, as Guardian</td>
</tr>
<tr>
<td>Non Primary Care Parent</td>
<td>No</td>
<td>Yes, as Guardian</td>
<td>Yes, as Guardian</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foster Parent</td>
<td>Yes</td>
<td>Yes, as Guardian</td>
<td>Foster parent, DSS worker, and bio parent(s) as Guardians</td>
</tr>
<tr>
<td>Partner of Parent</td>
<td>No</td>
<td>Yes as an emergency contact as determined by the primary care/custodial parent</td>
<td>Yes as an emergency contact as determined by the primary care/custodial parent</td>
</tr>
<tr>
<td>Step Parent</td>
<td>No</td>
<td>Yes as an emergency contact only as determined by the primary care/custodial parent</td>
<td>Yes as an emergency contact only</td>
</tr>
<tr>
<td>Age of Majority/Emancipation</td>
<td>The Student</td>
<td>Parent may be listed as an emergency contact if listed by the student</td>
<td>Both the student and the parent as Guardians/ enter personal comment in ESP</td>
</tr>
</tbody>
</table>

Contact your Pupil Personnel Worker for consultation on custody related matters.
Frequently Asked Questions/Issues

1. A parent has crossed out another parent on the emergency card. Should this parent be removed from ESP?
   A parent cannot be removed from ESP just because the name was crossed out on the emergency card.
   A parent shall only be removed from ESP with a court order documenting the termination of all parental rights or in the event of
   the death of a parent. Student Services must authorize the removal of any parent from ESP. Contact restrictions can be indicated
   by entering a Critical Alert in the Student Notes section, and more specifically by entering a Contact Note in the Student/Contact
   Relationship section under a particular individual (see below).

2. A parent has crossed out another parent on the emergency card and listed someone else as the parent/guardian or has
   listed a stepparent as the parent/guardian.
   Only parent/guardians can be identified as Guardians in ESP and listed as parent/guardian on the emergency card. Other
   individuals can be identified as emergency contacts only. The parent/guardian should be contacted so that these corrections can be
   made to the emergency cards and data in ESP.

3. A temporary protective order against a parent/guardian has been received. Should this parent be removed from the
   emergency card and ESP?
   No, the parent shall remain on the emergency card and in ESP, with a Critical Alert of “Contact Restrictions” and the Contact Note
   “Restraining Order”. A flag should be indicated on the Emergency Card.

4. When teachers print Emergency cards from the ESP Resource Center for field trips etc, the restricted parent willprint
   on the card with no flags.
   A current list of parents with a Contact Note for “Restraining Order” and “No contact with student or access to student
   information” should be provided to the teachers prior to the field trip by the school administration.

Entering Critical Alerts and Contact Notes

What information can I enter as a Critical Alert in the Student Notes section and how do I enter it?
A. Select Student Notes in ESP
B. Click the + button to add a note
C. Select Note Type: Personal Note (listed as PERSCMT – Personal Note)
D. Enter one of the allowable Critical Alert Comments below:
   • “Contact Restrictions” - this lets everyone know that there are restrictions, and that they need to check with the
     office on what those restrictions are
   • “Contact office for information” - this would be for other types of confidential info – it alerts staff that other
     information exists for this student. Administration should determine the types of situations to which this applies, and
     to whom the specific information can be shared.
   • “Age of Majority” or “Emancipated Student” - this indicates the student is his/her own guardian
   • “Custody Order on File” - this lets everyone know that a custody order is filed in the student’s cumulative record.
     Please review the order and reference the Parental Rights chart located in the Student Services Manual to clarify
     parental rights and restrictions.
   • “Parental Consent Form on File” – this lets everyone know that a parental consent form is on file in the main
     office. This document should be reviewed to clarify permissions granted by the parent.
   • “Interpreter Needed” – This indicates the student’s parent/legal guardian needs an Interpreter.
   E. Select Alert Type: Critical Alert (this will create a red alert band across the top of the student page)

Other comments should not be entered in this alert without prior approval from Student Services.

What can I enter in the Contact Notes for student Contacts (found in the Student/Contact Relationship Section)?
Contact Notes – Consult with your Student Services staff to determine when these comments are to be used.
   • “No contact with student or access to student information” (with Student Services approval only – Restricts
     Home Access Center and School Messenger access)
   • “Pickup from school only permitted with approval from custodial parent”
   • “Non-custodial parent”
   • “Restraining Order” (Home Access Center will continue)
   • “Power of Attorney” (lets staff know that a Power of Attorney is on file)

Other comments should not be entered without prior approval from Student Services.

Revised: 8/22
REMOVAL OF A CHILD FROM SCHOOL

A child may be removed from school by a custodial parent, a legal guardian, a primary care parent or a foster care parent unless a situation below applies. Other persons wishing to remove a child from school may do so only with the permission/consent of the child’s registered custodial parent, primary care parent, legal guardian, or agency assigned foster parents. Photo Identification may be required of anyone picking up a child from school.

If a custodial parent, primary care parent, legal guardian, or foster care parent desires for a child to be dismissed from school prior to the end of the school day, the custodial parent, primary care parent, legal guardian, or foster care parent must notify the school principal or designee.

A non-custodial parent/non-primary care parent may only pick up a child from school with the permission/consent of the custodial parent/primary care parent. If that parent does not give permission, the child shall not be released from school. It is the intention of the Carroll County Public Schools to remain neutral in matters concerning separation/divorce and child custody. However, school officials may intervene and make decisions in order to ensure the safety and welfare of the child as well as maintain order and decorum in the school.

In the case of joint physical custody, a student may only be removed from school with permission from the registered parent or the parent with arranged physical custody according to the documentation provided by the registered parent.

Parents may authorize individuals other than themselves to contact in case of an emergency, by including the individual(s) name and phone number on the emergency procedure card. School staff shall attempt to contact the parent/legal guardian prior to releasing the child from school. In the case of an emergency, the principal or designee, will make a reasonable attempt to contact the parent. If parent contact cannot be made, the principal or designee will make a reasonable attempt to contact the individual(s) designated on the emergency procedure card. If this contact cannot be made, the principal may authorize removal and/or transportation to a person listed on the emergency card, as appropriate.

Children who are under the care and custody of community agencies may be removed from school by authorized representatives of the agency in order to receive services. Such removal must be through prior arrangement between the home, the agency, and the school principal.

When a subpoena is presented to remove a child from school, a legal document called a “body attachment” must be included before the child may be released.

revised 7/2020
II. DISCIPLINE
DISCIPLINE

I. Board of Education Policy JK states: The Board of Education of Carroll County is committed to providing a safe and secure environment in which all individuals are free to learn. Therefore, the Board will not tolerate any inappropriate behavior. In those instances when the behavior of a student, on or off school property, is disruptive and/or detrimental to the operation of the school, or the safety of students or staff, the student may be disciplined including, but not limited to, suspension and expulsion.

II. Discipline Philosophy: There is a great need in our schools to help students develop the kinds of social attitudes and values that will lead to the adoption of behaviors acceptable to the moral and legal code of our society. Schools will develop and implement prevention and intervention strategies and programs as a means of resolving and or preventing confrontations. In addition, students will be held accountable for their behaviors and will receive consequences accordingly. Carroll County Public Schools is committed to providing all students with a safe and orderly environment for the promotion of academic and social excellence.

A. Suspensions and other disciplinary actions should follow global educational goals. The following principles should be considered in order to provide a focus for a school-wide disciplinary program.

1. Discipline should be a tool which teaches respect and coping skills. To foster such results, school personnel should model fairness, honesty, and integrity in all interactions with students.
2. Disciplines should reflect the goals of fostering, teaching, and acknowledging positive behavior.
3. When appropriate, disciplines should include consequences directly associated with the inappropriate behavior and allow the student to accept responsibility for those behaviors. For example, if a student destroys property, the student should make restitution and possibly repair the damage created. In addition, the student may face criminal charges.
4. The concept of education should be valued in any disciplinary action. For example, placing a student out of school may devalue and delay the educational process. It may also send a double message to students about the importance of school attendance and education. Therefore, suspensions should be administered only after careful consideration of available options.
5. Discipline should not be administered as a means of revenge or a release of frustration. Discipline handed out in anger or without full consideration of available options can contribute to increased inappropriate student behavior, non-cooperative parents/legal guardians, and possible legal action. However, consequences should be administered in a timely manner.

B. Pro-Active Approach to Discipline: Positive behaviors are best achieved through a pro-active, school-wide approach discipline. Such an approach should establish high expectations and timely consequences in a climate of consistency, firmness, fairness, and creativity. Consequences may be positive or negative, but they must always hold students accountable. Students who follow the rules and regulations may receive privileges such as: driving to school, earning a privilege card, choosing lunchroom seating, a free homework pass, congratulation notes, etc. Students who choose inappropriate behaviors should face negative consequences that have been defined well in advance of any misbehavior. Such ideas promote the concept that privileges are to be earned and must come with responsibility. A pro-active stance also includes a multi-disciplinary approach which involves consultation with parents/legal guardians, teachers, counselors, school psychologists, and pupil personnel workers. More formalized interventions may include: Student Services Team, Instructional Support Team (IST), individualized and group counseling, school-wide Conflict Resolution programs, Student Assistance Teams (SAT), mentoring programs, and referrals to community resources. A pro-active approach not only improves student behavior, it fosters a better school climate and positive communication between home and school.

Carroll County Public Schools promote the use of Positive Behavior Intervention and Supports (PBIS), a
system of supports that promote and enhance school wide climate and culture. PBIS links behavior and academic processes by teaching and re-teaching behavior expectations when needed. PBIS schools rely on data to review and/or revise school practices. PBIS has resulted in decreases in disciplinereferences as well as improvements in overall school wide climate and culture. To learn more about PBIS, please contact the Department of Student Services.

C. **Progressive Discipline:** Suspensions in and of themselves should not be utilized to modify inappropriate behaviors. Instead, suspensions should be used as a last option in conjunction with a larger school-wide approach in order to assure a safe and orderly school environment. The following list provides consequences that may be utilized in coordinating a comprehensive and progressive discipline plan:

1. Conferences with parent
2. Consultation with student's counselor
3. Participation in group counseling
4. Utilization of peer facilitator
5. Implementation of conflict resolution
6. Formation of student contract with specific consequences
7. Referral to support or time-out room
8. Assignment to detention before school, after school, or during lunch
9. In-school intervention
10. Participation in Saturday School Program that deal with:
    - Smoking
    - Attendance
    - Conflict resolution
    - Promoting reasonable choices
11. Withdraw of privileges, i.e., driving to school, extra-curricular activities
12. Short term removal of technology privileges (including request to technology services department to block network access for portable electronic devices).
13. Implementation of reparations for misconduct or property damage:
    - Repair of damaged property
    - Participation in school community service (summertime included)
    - Restitution through monetary payment
14. Consultation with school psychologist or pupil personnel worker
15. Referral to in-school or community mentor
16. Long-term removal of technology privileges (including request to technology services to block network access for portable electronic devices).
17. Referral to mediation
18. Attendance of parent with student to area where student displays inappropriate behavior, i.e., class, lunchroom, bus, etc.
19. Referral to outside agencies such as Department of Juvenile Services, Carroll County Youth Services Bureau, Department of Social Services, etc.
20. Utilization of aspecial placement pending parent conference
21. Referral for enrollment in alternate programs, i.e., Gateway School, Flexible Student Support, Crossroads Middle School, Home Teaching, PRIDE.

D. **Time Out (T/O)**

Time out is a short-term behavioral intervention that provides a safe environment to assist a student in calming down, to reassess a situation, and to re-establish internal control in an effort to successfully return the student to the learning environment.

These guidelines should be followed:
1. Assignment to T/O will be made by the classroom instructor. T/O may not exceed the remainder of the current instructional period during which the student was assigned.
2. Accurate records are to be maintained. Each school should keep a record of students assigned to T/O via the electronic discipline system.
3. At the end of the assigned instructional period, the student is eligible to return to his/her next instructional period.
4. If it is felt that the student is not available for, or prepared for, continued learning during the next instructional period, an extension of time may be requested by the student or monitoring adult. The student and/or monitoring adult will confer with appropriate school personnel to extend T/O.

5. T/O shall not exceed two (2) instructional periods.

6. If the student is unable to return to his/her educational program after two (2) instructional periods, the appropriate administrator will meet with the student and the student will be assigned appropriate consequences.

E. **Conferring with Teachers:** When a student is referred to an administrator for a disciplinary problem, prior to that student being returned to that teacher’s classroom, the administrator or administrator’s designee shall confer with that student’s teacher and/or other appropriate school personnel. Such conferring may be in person, by phone, by e-mail, or letter, so long as the method chosen provides opportunity for the teacher to respond before the student is returned to the classroom.

F. **In-School Intervention (ISI)**

Assignment to ISI, where students are excluded from their regular classroom(s), does not constitute suspension as defined by COMAR 13A.08.01.11. In such cases, official suspension forms will not be issued.

These guidelines must be followed:

1. Assignment to ISI will be made by an administrator and/or designee.
2. Notification will be provided to parents/legal guardians.
3. In-school intervention must include the following:
   a. a continuance of appropriate progress in the general curriculum
   b. the provision of special education and related services on the student’s Individualized Education Program (IEP) if the student has a disability.
   c. the provision of instruction commensurate with the program afforded to the student in the regular classroom.
   d. Participation with peers as they would in their current education program to the extent appropriate.
4. Accurate records are to be maintained. Each school should keep a record of students assigned via the electronic discipline system.
5. With regard to the use of time-out/ISI rooms for special education students, special guidelines have been written and are available in the Special Education Handbook.
6. Students that are placed in ISI shall be marked present.

Note: When all above criteria for ISI are met, ISI shall not constitute a day of suspension.

7. After five days of cumulative ISI, the principal or his/her designee should confer with the student’s parent(s)/guardian(s) and the student.
8. At ten days of cumulative ISI, the principal or his/her designee must confer with the student’s parent(s)/guardian(s) and the student during which:
   a. a behavior contract must be developed to address the current behavioral issues.
   b. if a behavior intervention plan is in effect, it must be modified to address the current behavioral issues.

III. **In-School Suspension Section 7-305, COMAR 13A.08.01.11**

In the above referenced COMAR regulation, “in-school suspension” is defined as the “removal within the school building of a student from the student’s current education program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal.” An in-school suspension does apply to the IDEA 20
When assigning in-school suspension, the following guidelines must be followed:

1. The student must be informed of the reasons for the in-school suspension and given an opportunity to respond.
2. Written notification must be provided to the parent and documented in the electronic suspension system.
3. The current school of enrollment shall make provision for the student’s education during the in-school suspension period.
4. Students who are assigned in-school suspension are not eligible to participate in extra-curricular activities for the period coinciding with assignment of the in-school suspension.
5. Administrators must develop and implement appropriate behavioral programs of positive interventions to address causes of the misbehavior as part of their in-school suspension.

IV. Suspension and Expulsion

Although suspending students from school is sometimes necessary, suspension, nonetheless, interferes with the student’s education and should only be invoked under the gravest circumstances. Therefore, overall disciplinary goals, actions, and a range of interventions should be considered.

1. In those instances when the behavior of a student is disruptive and detrimental to the operation of the school, the student may be suspended or expelled in accordance with the procedures set forth in Education Article, Section 7-305.
2. Before any case of suspension, a student shall receive oral or written notice of the charges against him/her. If the student denies the charges, he/she shall have the right to an explanation of the evidence supporting the charges and an opportunity to present his/her side of the story. A student whose presence in school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be removed immediately from school, provided that the notice and hearing required by this subsection is provided as soon as possible.

Short-Term Suspension: The removal of a student from school for up to but not more than 3 consecutive school days for disciplinary reasons by the principal.

Long-Term Suspension: The removal of a student from school for a time period between 4 and 10 consecutive school days for disciplinary reasons by the principal.

Extended Suspension: The exclusion of a student from a student’s regular program for a time period between 11 and 45 school days, which only may occur under the following circumstances:
(A.) The Superintendent or designated representative has determined that:
   (I) The student’s return to school prior to the completion of the suspension period would pose an imminent threat to safety of other students and staff; or
   (II) The student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.
(B.) The Superintendent or designated representative limits the duration of the exclusion to the shortest period practicable; and
(C.) The schools system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student’s regular academic program.

Expulsion: The exclusion of a student from a student’s regular school program for 45 school days or longer, which only may occur under the following circumstances:
(A.) The Superintendent or designated representative has determined that the student’s return to school prior to the completion of the expulsion period would pose an imminent threat to safety of serious harm to other students or staff; and
(B.) The Superintendent or designated representative limits the duration of the exclusion to the shortest
period practicable; and
(C.) The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student’s regular academic program.

Note: If the student receives Special Education or 504 services, read Section V. Discipline/Suspension of Students with Disabilities for further instructions.

A. Administrative Procedures for Processing a Student Suspension

1. In those instances when the behavior of a student is disruptive to maintaining an environment of order and safety necessary for effective learning, he/she may be suspended or expelled in accordance with the procedures set forth in the education article, section 7-305.

2. Before any case of suspension, a student shall receive oral or written notice of the charges against him/her. If the pupil denies the charges, he/she shall have the right to an explanation of the evidence supporting the charges and an opportunity to present his/her side of the story. A student whose presence in school poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process may be removed immediately from school, provided that the notice and hearing required by this subsection is provided as soon as possible.

3. The Principal prepares a notice of suspension.

4. The Principal must make every reasonable effort to notify the parent or guardian by telephone and/or in person of the student’s suspension and of the reason for it.

5. The Notice of Suspension shall be provided to the parent or guardian explaining the suspension and the reason for it. Where telephone contact has been made to the parent, this letter may be sent home via the student on the day of suspension.

6. If the parent cannot be reached by telephone or in person on the day of suspension, the pupil personnel worker shall be notified and the suspension shall become effective at the end of that school day. In the meantime, the student may be excluded from class but must remain at school under the supervision of the principal.

7. The student and parents or guardian must be provided a conference promptly (within ten school days) with the principal and appropriate personnel after the suspension is initiated.

8. Should the parent fail to arrange or to have a conference within the specific time, Student Services should be notified so the pupil personnel worker can contact the home as soon as possible.

9. Under conditions mutually agreed upon during the conference, the student is immediately readmitted to school unless the length of suspension has been specified in advance.

10. A suspended student is not to be on school property (except to attend the parent conference mentioned in F. above) unless given prior approval of the Principal.

11. A suspended student is not eligible to participate in any extracurricular activity during the term of the suspension.

12. When a student has been suspended, the administrator or administrator’s designee shall confer with the student’s teachers and other appropriate school personnel prior to the student’s return to his/her classroom. Such conferring may be in person, by telephone, or in writing. (This same conferring procedure shall be followed when a student is sent to the office by a teacher and a suspension is not invoked).

13. A suspended student shall be given the opportunity to complete academic work they miss during the suspension without penalty. A student suspended for 4 or more days shall be assigned school liaisons to communicate weekly about classwork assignments and school-related issues.

14. In all cases when a student is suspended, placed on extended suspension, or expelled, the student or his/her parents/legal guardians will be provided a list of community resources and contact numbers.

Appeal of Short and Long Term Suspensions

When a student is disciplined, the student will be given notice of the charge against him/her and the opportunity to explain the alleged incident. If the issue is not resolved at this level, it may then be appealed, in writing, to the Principal within three (3) school days. The Principal shall render a decision in writing to all parties involved within five (5) school days of such an appeal. If the student is not satisfied by the Principal’s decision, he/she
may then appeal the decision, in writing, to the Superintendent of Schools within five (5) school days of the Principal’s decision. The appeal will be processed according to the provisions of section 4-205(c) of the Education Article. A decision shall be rendered by the Superintendent, or designee, within fifteen (15) school days of such an appeal. The decision of the Superintendent may be appealed to the Board of Education, if taken in writing within thirty (30) days after the decision of the Superintendent. The decision may be further appealed to the State Board if taken in writing within thirty (30) days after the decision of the County Board of Education or other individual or entity which issued the decision on appeal.

**Appeals Procedure Steps**
- Student Appeal to
- Principal
- Superintendent of Schools
- Board of Education of Carroll County
- Maryland State Board of Education

**Guidelines for Processing a Request for an Extended Suspension or Expulsion from School:**

**A.** At the request of a Principal, a County Superintendent may suspend a student for more than 10 school days or expel him/her. If a Principal finds that a suspension of more than 10 school days or expulsion is warranted, he/she shall immediately report the matter in writing to the Superintendent. The Superintendent or the designated representative promptly shall make a thorough investigation of the matter. If, after the investigation, the Superintendent finds that a longer suspension or expulsion is warranted, he or she or the designated representative shall promptly arrange a conference with the student and his/her parent or guardian. If after the conference, the superintendent or the designated representative finds that a suspension of more than 10 school days or expulsion is warranted, the student or his parent or guardian may appeal to the county board within 10 days after the determination; be heard before the county board or its designated committee or hearing officer; and bring counsel and witnesses to the hearing. Unless a public hearing is requested by the parent or guardian of the student, a hearing shall be held out of the presence of all individuals except those whose presence is considered necessary or desirable by the board. The appeal to the county board does not stay the decision of the county superintendent. The decision of the county board is final.

**B.** Administrative procedures to be followed when an extended suspension or expulsion from school is warranted:
1. The Principal will follow the procedures for suspension. Additionally, all requests for extended suspension or expulsion shall be discussed with the appropriate School Director or Director of Student Services.
2. The Principal shall submit appropriate documentation to the Superintendent, as outlined in the Extended Suspension Checklist at the end of this section.
3. The Superintendent of Schools or the designated representative promptly makes a thorough investigation of the matter.
4. If, as a result of this investigation, the Superintendent or Designee decides that a longer suspension or expulsion is not educationally sound, he/she will notify the principal of the decision and arrange for a conference to have the student admitted under certain conditions.
5. If the investigation indicates an extended suspension (more than 10 days) or expulsion is warranted, the Superintendent or the designated representative promptly arranges a conference with the pupil and the parent or guardian.
6. If the Superintendent or Designee decides after the conference that a suspension of more than 10 days or expulsion is in order, the superintendent or the designated representative will notify the Principal and the parents or guardian.
7. (Secondary Schools Only) A regular education student placed on extended suspension shall receive daily classwork and assignments from each teacher, which will be reviewed and corrected by teachers on a weekly basis. This will be coordinated by the home school suspension liaison, who will communicate weekly by phone or email with the suspended/expelled student and/or parent. Additionally, the student will be assigned to the Extended Suspension Tutoring Center (ESTC), a Saturday School Program.
8. (Secondary Schools Only) Students receiving Special Education Services who are placed on extended suspension will be assigned to the Special Education Suspension Center (SESC). SESC staff will coordinate with the student's home school suspension liaison to provide classwork and assignments to be completed daily at the SESC. Assignments will be graded by the SESC staff, and a summative grade will be submitted to the home school teachers at the conclusion of the suspension. Grades, attendance, and special education case management will be maintained at the home school.

9. The parents or guardian will be informed that they may appeal the Superintendent's or Designee's decision to the board of education. This appeal must be made in writing within 10 days after the Superintendent's or Designee's decision. An appeal to the Board of Education shall not operate as a stay to the Superintendent's or Designee's decision; thus, the student will remain on suspension. The appellant should be made aware that they have the right to counsel for this final appeal and may also call witnesses. Five days in advance of the hearing, the appellant shall be provided the witness list and a copy of the documents that will be presented at the hearing.

10. The decision of the Board of Education will be final.

**Appeal of Extended Suspension and Expulsion**

The parents or guardian will be informed that they may appeal the Superintendent's or Designee's decision to the Board of Education. This appeal must be made in writing within 10 days after the Superintendent's or Designee's decision. An appeal to the Board of Education shall not operate as a stay to the Superintendent's or Designee's decision; thus, the student will remain on suspension. The appellant should be made aware that they have the right to counsel for this final appeal and may also call witnesses. Five days in advance of the hearing, the appellant shall be provided a witness list and a copy of the documents that will be presented at the hearing.

C. Out-of-County or Out-of-State Students

The Superintendent may deny attendance to any student who is currently expelled or on extended suspension from another school system for a length of time equal to the suspension or expulsion.

V. Discipline/Suspension of Students with Disabilities (Bylaw 13A.08.01.11F), IDEA 04 Amendments (PL108-446)

(See flowchart at the end of this section for additional explanation.)

Students who have been identified with a disability may be suspended from school no more than ten days in a school year. Upon exceeding ten cumulative days of suspension, an IEP team must determine if the behavior leading to suspension is a manifestation of a student’s disability. If the behavior is not a manifestation of a student’s disability, the student may be suspended like any other student, as long as educational services are provided. If the behavior is a manifestation of a student’s disability, the IEP team must follow certain procedures to review the IEP. In addition, a special education student may be removed to a 45-day interim alternative educational setting when possessing drugs, a weapon, or causing serious bodily harm. Please see the following procedures/guidelines when proceeding with a suspension for a student with a disability.

A. Definition of a Student with a Disability:

A student with a disability includes any student identified by IDEA or Section 504 of the Rehabilitation Act. Students who have not been determined eligible for special education and who have engaged in a behavior that violates any rule or code of conduct may assert any of the protections provided, if the school had knowledge that the student had a disability before the behavior occurred. Schools have knowledge if, before the behavior resulting in the disciplinary action occurred:

- the parents expressed concern in writing, that their child needed special education and related services, to supervisory or administrative personnel of the school, or a teacher of the student;
- the parents requested an evaluation; or
- the student’s teacher or other school personnel have expressed a specific concern about a pattern of behavior demonstrated by the student, to the supervisory or administrative personnel at the school.
Schools are not considered to have knowledge of a disability if:

- the parents refused to allow the school to evaluate their student;
- the parents refused to allow the school to provide special education services; or
- the student has been evaluated and it was determined that he/she was not a student with a disability under IDEA.
- a parent has revoked consent for special education services

If the school does not have knowledge that a student has a disability prior to taking disciplinary action, the student may be subject to the same disciplinary measures as a student without disabilities who engages in comparable behaviors.

If a parent made a request for an evaluation, during the time frame in which their child is subject to disciplinary measures, the evaluation must be expedited. Pending the results, the student remains in the educational placement determined by school authorities. If, based on the school’s evaluation and information provided by the parents, the student is determined to be a student with a disability, the school is to provide special education and related services. In addition, all of the procedural safeguards regarding discipline of students with disabilities shall apply.

B. Authority of School Personnel:

School personnel may remove a student with a disability who violates the code of conduct from the current educational placement for not more than 10 school days at a time in accordance with the discipline policy used for all students, unless it is determined that the removal constitutes a change in placement from the current educational placement to:

- an interimalternativeeducationalsetting (IAES);
- anothereducationalsettingor
- a suspension of 10 days or more

When removals (10 days or less at one time) accumulate to more than 10 days in a school year, the student’s IEP team shall determine the extent of services needed to enable the student to participate in the general curriculum and toward his/her IEP goals.

Change in Placement:

Change of placement includes removal for more than 10 consecutive days or a series of removals that accumulate to more than 10 days in a school year. School Personnel may consider unique circumstances on a case-by-case basis whether a change in placement is appropriate for a student with a disability who violates the code of conduct. Upon a change in placement (a removal for more than ten consecutive school days or for more than ten days in a school year), a manifestation meeting must be held. (See below for details). When a student is removed for more than 10 days, that results in a change in placement, whether or not the behavior is a manifestation of the disability, or when a student is removed to an interimalternative educationalsetting, (IAES) for drugs, weapons, or serious bodily injury, the student must continue to receive services to enable him/her to continue to participate in the general education curriculum although in another setting to progress toward meeting the goals set out in his/her IEP. The student must also receive, as appropriate, a Functional Behavioral Assessment (FBA) and behavior intervention services and modifications designed to address the behavior violation so that it does not reoccur. The IEP team determines appropriate services and the location in which the services will be provided.

Note: Bus Suspensions

If a special education student, who has bus transportation written in his/her IEP, is suspended from the bus and does not attend school that counts as a day of removal/suspension from school. If the student does not have bus transportation written in his/her IEP, the bus suspension does not count as a removal/suspension from school.
C. Manifestation Determination:
Within 10 school days of any disciplinary action that results in a change of placement because of a violation of the code of conduct, the student’s IEP team must review all relevant information in the student’s file, including his/her IEP, any teacher observations and any relevant information provided by the parent, to determine if the conduct in question was:

- Caused by or had a direct and substantial relationship to the student’s disability; or was,
- The direct result of the school’s failure to implement the student’s IEP.

If the IEP team determines that either of the above statements is applicable, the conduct shall be determined to be a manifestation of the student’s disability. If the conduct was a manifestation of the student’s disability, the IEP team must:

- Conduct a functional behavioral assessment and implement a behavioral intervention plan for the student, if the school had not previously done so,
- Review the student’s behavior intervention plan if he/she already has such a plan and modify it, as necessary to address the behavior; and
- Return the student to the placement from which he/she was removed, unless the parents and school agree to a change of placement as part of modifying the student’s behavioral intervention plan, except when the student has been removed to an interim alternative educational setting for drugs, weapons, or serious bodily injury.

If the behavior is not a manifestation of the student’s disability, school personnel may discipline the student in the same manner as other students, except appropriate educational services must continue.

D. Change of Placement to an Interim Alternative Education Setting (IAES):
School personnel may remove a student to an interim alternative educational setting for up to 45 school days without regard to whether the behavior is determined to be a manifestation of the student’s disability, in cases where the student:

- Carries a weapon to or possesses a weapon at school, on school premises, or at a school function under the jurisdiction of a State or Local Education Agency. (Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code).

- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a State or Local Education Agency. (Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812 (c)). Illegal drug means a controlled substance, but does not include a substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under the IDEA or under any other provision of federal law).

- Has inflicted serious bodily injury upon another person while at a school, on school premises, or at a school function under the jurisdiction of a State or local education agency.
Procedures for removing a student to an interim alternative educational setting (IAES):

1. The School Principal/Designee determines that the behavior warrants suspension.
2. The Principal consults with the Director of Student Services for approval to pursue an IAES.
3. The principal instructs the school-based IEP team to immediately convene an IEP meeting to hold a manifestation determination, identify/recommend appropriate alternative educational settings and the services to be provided. (A manifestation determination does not impact the outcome of a 45 day IAES.) Note: A parent/legal guardian shall be invited to the IEP meeting, however a 10 day notice of the IEP meeting is not required. Note: If the IEP team meeting is held the same day, no suspension days may be used. If the IEP team does not meet the same day, the student must either be returned to school pending the outcome of the meeting, or shall be suspended if deemed a danger to self or others.
4. The IEP team identifies/recommends appropriate alternative educational settings.
5. The Principal submits an alternative program referral packet to the Director of Student Services, to be forwarded to the identified alternative program Principal.
6. The Director of Student Services reviews the IEP team recommendations, chooses the placement, and notifies the Principal of the decision.
7. The IEP team initiates the change in placement.
8. Prior to the end of the 45 school day placement, the home school IEP team shall convene to determine a transition plan for the student to return to the home school on the forty-sixth (46th) school day, or request a collaborative IEP meeting to be held before the 46th school day.

Appeal of Disciplinary Action:

If parents disagree with a decision regarding a manifestation determination or with any decision regarding placement for disciplinary reasons, the parents may file a due process complaint with the Office of Administrative Hearings (OAH) and Carroll County Public Schools (CCPS). If CCPS believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, CCPS may file a due process complaint with OAH and the parents.

An Administrative Law Judge (ALJ) following the procedures described in Resolving Disagreements in the Special Education Manual, with the following exception, conducts the due process hearing. The hearing shall occur within 20 school days of the date of the hearing request and shall result in a determination in 10 school days after the hearing.

In making a determination in a disciplinary appeal, the ALJ may:

- Return the student to the placement from which he/she was removed; or
- Order a change of placement of the student to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

When a due process complaint is requested by either the parents or school, the student remains in the interim alternative educational setting pending the decision of the ALJ or until the expiration of the time period provided (no more than 45 school days), whichever comes first, unless the parents and school agree otherwise.
Referral to and Action by Law Enforcement and Judicial Authorities: IDEA does not prohibit public agencies from reporting a crime to appropriate authorities and law enforcement. Judicial authorities may exercise their responsibilities in applying federal and state law to crimes committed by a student with a disability. Any agency reporting a crime shall supply copies of the student’s special education and disciplinary records to the appropriate authorities to the extent allowed by COMAR 13A.08.02, Student Records, with parental consent, or in accordance with exceptions to parental consent specified in the policy.

VI Student Discipline Records: Disciplinerecordswillbemaintainedindaseparatefilefromthecumulativerecord.

A. Records maintained for disciplinary purposes fall into two (2) categories:
   1. Suspension Notices (Called Discipline Records by MSDE) - includes information which supports or verifies the in school suspension or out of school suspension (for 1 or more days) or expulsion of a student; at a minimum this information must include a description of the student’s behavior that resulted in disciplinary action, and a copy of the correspondence sent to the parents/legal guardians informing them of the student’s suspension or expulsion. (Note: “reportable offenses” are specifically excluded from being part of the student record.) Discipline information must include suspension and extended suspension and expulsion information.
      a. Suspension notices shall be maintained in the student’s cumulative folder.
      b. Suspension notices must be maintained through the age of 21.
   2. Other Disciplinary Information - includes information regarding actions other than suspension or expulsion taken to correct the student’s behavior, and information describing the student’s behavior that resulted in disciplinary action. This information may include: office referrals, exclusion from the classroom, detentions, etc.
   3. Transfer – Suspension Notices – Current Year
      a. Electronic Discipline Records shall be maintained through the age of 21.
      b. Hard copies/files shall be maintained for two years beyond the current school year.

B. Drug/Alcohol and violence offenses are disciplinary records and are cumulative over a student’s school career, beginning with the age of responsibility (seven years of age).
   Suspension notices must be sent to other schools or other school systems when a student transfers. In addition, the student’s current discipline report in the electronic discipline system and the previous year’s report should be sent to the receiving school.

Revised 5/12
Placement in Disciplinary Procedures

Under IDEA2004: Section615(k)

APrincipal may consider any unique circumstance on a case-by-case basis when determining whether to order a change in placement for a student with a disability who, after a disciplinary hearing, has been found to have violated school code of conduct consistent with those rules.

**Student with adisability violates school code of conduct.**

<table>
<thead>
<tr>
<th>Section 1.03 Removal not more than 10 days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal may exclude a student with a disability from the current placement without obligation to provide FAPE. This includes suspension, removal, and assignment to an IAES*. Disciplinary decisions are same for students without disabilities.</td>
</tr>
</tbody>
</table>

**Section 1.02 Removal Exceeds 10 Days**

Notify parents of decision to take disciplinary action not later than the date the decision is made and of procedural safeguards under IDEA.

**Special Circumstances:** Does the offense fall under "special circumstances" related to weapons, illegal drugs, controlled substances, or serious bodily injury?

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School personnel, in consultation with at least one of the student's teachers, determine services needed (consistent with FAPE requirements) to enable the student to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals in the IEP. These services may be provided in an interim alternative educational setting.</td>
</tr>
</tbody>
</table>

**Section 1.01 Removal exceeds 10 days but not consecutive or a pattern**

School personnel, in consultation with at least one of the student's teachers, determine extent to which services are needed (consistent with FAPE requirements) to provide educational services that enable the student to participate in the general curriculum and progress toward meeting the goals on the IEP. Any IAES must be determined by the IEP Team.

Manifestation Determination: Within 10 school days of decision to change placement, the district, the parent, and relevant members of the IEP Team review relevant information and make a manifestation determination (MD)*. Does the conduct have a direct and substantial relationship to the disability? OR is it the direct result of the district's failure to implement the IEP?

<table>
<thead>
<tr>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's conduct is not a manifestation of disability.</td>
</tr>
</tbody>
</table>

Apply relevant disciplinary procedures applied to students without disabilities.

Provide educational services that enable child to participate in the general curriculum and progress toward goals on IEP.

Manifestation Determination: Within 10 school days of decision to change placement, the district, the parent, and relevant members of the IEP Team review relevant information and make a manifestation determination (MD)*. Does the conduct have a direct and substantial relationship to the disability? OR is it the direct result of the district's failure to implement the IEP?

<table>
<thead>
<tr>
<th>YES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student's conduct is a manifestation of disability.</td>
</tr>
</tbody>
</table>

Return student to the placement from which removed unless parent and district agree to a change of placement.

Conduct FBA and implement BIP if none exists or review present BIP and plan.

Implications for what happens after 45 days in IAES

- **YES**
  - Implications for what happens after 45 days in IAES

- **NO**
  - Implications for what happens after 45 days in IAES
### VII. Maryland State Department of Education: Student Suspension System Codes

**A. Suspension Offenses and Definitions/Health Related Exclusion Categories**

1. Suspension Offenses & Reporting Codes

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Arson/Fire/Explosives</th>
<th>Sex Offenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 Class Cutting</td>
<td>501 Arson/Fire</td>
<td>601 Sexual Assault</td>
</tr>
<tr>
<td>502 False Alarm/Bomb Threat</td>
<td>502 False Alarm/Bomb Threat</td>
<td>602 Sexual Harassment</td>
</tr>
<tr>
<td>503 Explosives(e.g. Bullets, firecrackers)</td>
<td>503 Explosives(e.g. Bullets, firecrackers)</td>
<td>603 Sexual Activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dangerous Substances</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>201 Alcohol</td>
<td></td>
</tr>
<tr>
<td>202 Inhalants</td>
<td></td>
</tr>
<tr>
<td>203 Drugs</td>
<td></td>
</tr>
<tr>
<td>204 Tobacco</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weapons</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>301 Firearms</td>
<td></td>
</tr>
<tr>
<td>302 Other Guns (e.g. BBguns, starter pistols)</td>
<td></td>
</tr>
<tr>
<td>303 Other Weapons(e.g. knives, nunchaku)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attack/Threats/Fighting</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>401 Attack on Adult</td>
<td></td>
</tr>
<tr>
<td>402 Attack on Student</td>
<td></td>
</tr>
<tr>
<td>403 Threat to Adult</td>
<td></td>
</tr>
<tr>
<td>404 Threat to Student</td>
<td></td>
</tr>
<tr>
<td>405 Fighting</td>
<td></td>
</tr>
<tr>
<td>406 Extortion</td>
<td></td>
</tr>
<tr>
<td>407 Bullying/Harassment</td>
<td></td>
</tr>
<tr>
<td>408 Serious Bodily Injury</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disrespect/Insubordination/Disruption</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>701 Disrespect</td>
<td></td>
</tr>
<tr>
<td>704 Disruption</td>
<td></td>
</tr>
<tr>
<td>706 Dress Code</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Other</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>801 Academic Dishonesty</td>
<td></td>
</tr>
<tr>
<td>802 Inappropriate Use of Personal Electronics</td>
<td></td>
</tr>
<tr>
<td>803 Theft</td>
<td></td>
</tr>
<tr>
<td>804 Trespassing</td>
<td></td>
</tr>
<tr>
<td>806 Destruction of Property</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handicapped Students Only</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>891 Sells or Solicits Sale of Controlled Substance</td>
<td></td>
</tr>
<tr>
<td>892 Possesses or Uses Illegal Drugs</td>
<td></td>
</tr>
<tr>
<td>893 Bringing or Possessing a Firearm onto School Property or to a School-Sponsored Activity.</td>
<td></td>
</tr>
</tbody>
</table>

2. Health Related Exclusions & Reporting Codes

1. Immunizations
2. Personal Health
**Students with Disability Only**

891 Sells or Solicits Sale of Controlled Substance – Students with Disabilities ONLY; Controlled means a drug or other substance identified under the schedules of controlled substances in 21 U.S.C.§812; 21 C.F.R. pt. 1308 (excludes alcohol/tobacco)

892 Possesses or Uses Illegal Drugs – Students with Disabilities ONLY; Illegal drugs are defined as a controlled substance but do not include a substance that is legally possessed, used under the supervision of a licensed health-care professional, or used under any other authority under the Controlled Substance Act or under any other provision of federal law. (excludes alcohol/tobacco)

893 Bringing or possessing a firearm onto school property or to a school sponsored activity – Students with Disabilities ONLY; Firearm means a weapon, device, instrument, material, or substance (animate or inanimate), that is used for, or is readily capable of, causing death or serious bodily injury. Firearm does not include a pocket knife with a blade less than 2 ½ inches in length. (See 19 U.S.C.§930) (COMAR 13A.08.01.12)

**A. Health Related Exclusions & Reporting Codes**

1. Immunizations Failure of the parent or guardian to abide by health regulations regarding immunization schedules, or failure to provide evidence of appropriate immunizations. COMAR 10.06.04.03

2. Personal Health Conditions that present a clear and direct health risk to others. Examples include head lice, active, untreated tuberculosis, or measles. Determination for exclusion is made by the health officer or carried out by the school principal or other appropriate school official. COMAR 10.06.01.06
**B. Disposition Codes:**

Only one disposition code is to be reported for each incident in which a student is involved. Students with disabilities may be included in any of these categories, but disposition codes 912, 920, and 930 may only be used for special education students.

<table>
<thead>
<tr>
<th>Disposition Code</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>910</td>
<td>Out-of-School Short-Term Suspension - Educational Services Provided</td>
<td>Short term suspension for up to but not more than 3 schooldays or long-term suspension between 4 and 10 schooldays with education services provided [principal’s decision aligned with COMAR 13A.08.01.11B(5) and (7)].</td>
</tr>
<tr>
<td>911</td>
<td>Out-of-School Extended Suspension - Educational Services Provided</td>
<td>Extended suspension between 1 and 45 school days - Superintendent’s/Designee’s decision with educational services or alternative placement offered [excluding 45-day unilateral removal of students with disabilities and hearing officer removal] [COMAR 13A.08.01.11B(3)].</td>
</tr>
<tr>
<td>913</td>
<td>Out-of-School Suspension - Educational Services Rejected</td>
<td>Educational services offered and rejected by parent/student.</td>
</tr>
<tr>
<td>940</td>
<td>Expulsion - Educational Services Provided</td>
<td>As intended in COMAR 13A.08.01.11 (B) (2), expulsion is the exclusion of a student for more than 45 school days. Alternative educational services provided excluding 45-day unilateral removal of students with disabilities and hearing officer removal.</td>
</tr>
<tr>
<td>941</td>
<td>Expulsion - Educational Services Rejected</td>
<td>As intended in COMAR 13A.08.01.11 (B) (2), expulsion is the exclusion of a student for more than 45 school days. Parents/students did not avail themselves of offered educational services.</td>
</tr>
</tbody>
</table>

**Student with Disabilities Only**

<table>
<thead>
<tr>
<th>Disposition Code</th>
<th>Description</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>912</td>
<td>Out-of-School Suspension - Students with Disabilities - misconduct determined to be manifestation of disability. Valid for students with disabilities only</td>
<td>For a student with a disability for which it was subsequently determined that the misconduct caused by or had a direct and substantial relationship to the student’s disability, or was the direct result of the LEA’s failure to implement the students IEP. The student is immediately returned to school. In the past, such suspensions were expunged from the student’s record. However, such suspensions will no longer be expunged due to the requirement to track this data. The actual number of school days the student was removed from the current placement prior to the manifestation determination meeting shall be reported as days suspended.</td>
</tr>
<tr>
<td>920</td>
<td>Out-of-School Suspension - Students with Disabilities - 45 School Days Unilateral Removal</td>
<td>School administrators, not the IEP team, order the removal of a student with disabilities from his/her current educational placement to an appropriate interim alternative educational setting for the same amount of time that children with disabilities would be subject to discipline, but for not more than 45 days. If the student carries a weapon, knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, or inflicts serious bodily injury while at school or, on school premises, or a schoo function. The IEP team is responsible for determining the interim alternative educational setting. Unilateral removals do NOT include decisions by the IEP team to change a student’s placement.</td>
</tr>
<tr>
<td>930</td>
<td>Out-of-School Suspension - Students with Disabilities - Hearing Officer Removal</td>
<td>Hearing Officer Removal – Those instances in which an impartial hearing officer (administrative law judge or court order) orders the removal of children with disabilities from their current educational placement to an appropriate alternative educational setting for not more than 45 school days based on the hearing officer’s determination that the public agency has demonstrated by substantial evidence that maintaining the child’s current placement is substantially likely to result in injury to the child and youth or to others.</td>
</tr>
</tbody>
</table>
### Offenses Occurring With and Without Physical Injury

MSDE requires the LEA to report data on physical injuries to students, school personnel, and other persons on school grounds, as the result of a suspendable act by a student. This data will be recorded in the online suspension system.

**In addition to the disposition code,** indicate if the offense resulted in a physical injury.

<table>
<thead>
<tr>
<th>Indicate (Y) or (N)</th>
<th>Incidents with injury include those in which one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches. (U.S. Department of Education C136-Discipline File Specifications 2009)</th>
</tr>
</thead>
</table>

**Other Exclusions**

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>950</td>
<td>Health Related Exclusion</td>
<td>Student excluded from school due to lack of “immunizations” or for “personal health” problems</td>
</tr>
<tr>
<td>960</td>
<td>In-School-Suspension</td>
<td>The removal within the school building of a student from the student’s current educational program for up to but not more than 10 school days in a school year for disciplinary reasons by the school principal.</td>
</tr>
</tbody>
</table>

### Educational Services

MSDE requires the LEA to report data on the educational services offered to students during the suspension. This data will be collected in the online suspension system.

Education program which focuses on core subjects. Grades and credits awarded.

The code that describes the type of educational services the suspended/expelled student is receiving.

<table>
<thead>
<tr>
<th>Code</th>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>None</td>
<td>No educational services</td>
</tr>
<tr>
<td>1</td>
<td>Alternative Education</td>
<td>Programs and/or supports that allow the student to continue the student’s education outside or within the regular schools setting under the control of the public school system. (Evening high school, twilight program/school, separate alternative school, alternative classroom within regular school, alternative learning supports).</td>
</tr>
<tr>
<td>2</td>
<td>Streaming/On-line</td>
<td>Instruction through the electronic transfer of information/skills (web-based; computer-learning based; virtual classroom; digital collaboration).</td>
</tr>
<tr>
<td>3</td>
<td>Class Work Sent Home</td>
<td>Assignments taken from lessons taught in student’s classes; sent home for completion; returned to school for grading.</td>
</tr>
<tr>
<td>4</td>
<td>At-Home Instruction</td>
<td>Direct instruction in student’s home or other location; focus on core subjects</td>
</tr>
<tr>
<td>9</td>
<td>Other</td>
<td>Other educational services developed and implemented by the LEA.</td>
</tr>
</tbody>
</table>

Note: Each suspension and expulsion must include the following:

- Offense Code
- Offense Date
- Length of Removal
- Indication of physical injury with a (Y) or (N)
- Disposition Code
- Type of Educational Services Provided
### Suspensions from Maryland Public Schools for Weapons and Explosives

<table>
<thead>
<tr>
<th>301</th>
<th>302</th>
<th>303</th>
<th>503</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Firearms</strong></td>
<td><strong>Other Guns</strong></td>
<td><strong>Other Weapons</strong></td>
<td><strong>Explosives</strong></td>
</tr>
<tr>
<td>Handgun</td>
<td>BB Gun</td>
<td>Awl</td>
<td>Bullet</td>
</tr>
<tr>
<td>Rifle</td>
<td>Flare Gun</td>
<td>Bowie Knife</td>
<td>Cherry Bomb</td>
</tr>
<tr>
<td>Shotgun</td>
<td>Look-Alike Gun (i.e. cap gun, water gun)</td>
<td>Brass/Metal</td>
<td>Dry Ice in Bottle</td>
</tr>
<tr>
<td>Starter Pistol</td>
<td>Nail Gun</td>
<td>Knuckles</td>
<td>Exploding Pen</td>
</tr>
<tr>
<td>.32 Caliber Gun</td>
<td>Paint Ball Gun</td>
<td>Chemicals</td>
<td>Firecrackers</td>
</tr>
<tr>
<td>.22 Semi-Automatic</td>
<td>Pellet Gun</td>
<td>Dart</td>
<td>Gas Odor Bomb</td>
</tr>
<tr>
<td>9mm Gun</td>
<td></td>
<td>Exacta Knife/Box</td>
<td>Gun Shells</td>
</tr>
<tr>
<td>Bomb</td>
<td></td>
<td>Cutter type knife</td>
<td>Lighter</td>
</tr>
<tr>
<td>Grenade</td>
<td></td>
<td>Hammer</td>
<td>M-80</td>
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<tr>
<td>Missile</td>
<td></td>
<td>Hypodermic Needle</td>
<td>Model Rocket Fuel</td>
</tr>
<tr>
<td>Rocket</td>
<td></td>
<td>Knife</td>
<td>Molotov Cocktail</td>
</tr>
</tbody>
</table>

**Reminder**

Federal Report has 3 categories:

1. Handguns
2. Rifles/Shotguns
3. Other Firearms: (i.e. Bombs, Grenades, Rockets, Starter Pistols)

*See Handicapped Students Only for codes that should be utilized for special education students. Rev. 10/15*
<table>
<thead>
<tr>
<th>C. Suspension Offense Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The following are definitions that may result in suspension. These offenses might occur in school, on school property, at school-sponsored activities, or on school-provided transportation.</td>
</tr>
<tr>
<td>Academic Dishonesty</td>
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<tr>
<td>Alcohol</td>
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<tr>
<td>Arson/Fire</td>
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<tr>
<td>Attack</td>
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<tr>
<td>Attack on Student</td>
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<tr>
<td>Attack on Adult</td>
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<tr>
<td>Bomb</td>
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<tr>
<td>Bullying/Harassment</td>
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<tr>
<td>Cheating</td>
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<tr>
<td>Class Cutting</td>
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<tr>
<td>Classroom Disruption</td>
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<tr>
<td>Destruction of Property</td>
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<tr>
<td>Disrespect</td>
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<tr>
<td>Disruption</td>
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<tr>
<td>Distribution</td>
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<tr>
<td>Dress Code</td>
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<tr>
<td>Drugs/Controlled Substances</td>
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<tr>
<td>Explosives</td>
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<tr>
<td>Extortion</td>
</tr>
<tr>
<td>False Alarm/Bomb Threat</td>
</tr>
<tr>
<td>Fighting</td>
</tr>
<tr>
<td>Fire</td>
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<tr>
<td>Firearms</td>
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<tr>
<td>Hazing</td>
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<tr>
<td>Inappropriate Use of Personal Electronics</td>
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<tr>
<td><strong>Inciting/Participating in Disturbance</strong></td>
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<tr>
<td><strong>Inhalants</strong></td>
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<tr>
<td><strong>Insubordination</strong></td>
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<tr>
<td><strong>Other Guns</strong></td>
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<tr>
<td><strong>Pagers</strong></td>
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<tr>
<td><strong>Refusal to Obey School Policies</strong></td>
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<tr>
<td><strong>Sale</strong></td>
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<tr>
<td><strong>Serious Bodily Injury</strong></td>
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<tr>
<td><strong>Sexual Activity, Engaging in</strong></td>
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<tr>
<td><strong>Sexual Assault</strong></td>
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<tr>
<td><strong>Sexual Attack</strong></td>
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<tr>
<td><strong>Sexual Harassment</strong></td>
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<tr>
<td><strong>Theft</strong></td>
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<tr>
<td><strong>Threat</strong></td>
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<tr>
<td><strong>Threat to Adult</strong></td>
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<tr>
<td><strong>Threat to Student</strong></td>
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<tr>
<td><strong>Tobacco</strong></td>
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<td>Trespassing</td>
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<tr>
<td>Tardiness</td>
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<tr>
<td>Truancy</td>
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<tr>
<td>Other Weapons</td>
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</tbody>
</table>
VIII. **Student Discipline Records**: Disciplinary records will be maintained in a separate file from the cumulative record.

C. Records maintained for disciplinary purposes fall into two (2) categories:

1. **Suspension Notices (Called Discipline Records by MSDE)** - includes information which supports or verifies the in school suspension or out of school suspension (for 1 or more days) or expulsion of a student; at a minimum this information must include a description of the student’s behavior that resulted in disciplinary action, and a copy of the correspondence sent to the parents/legal guardians informing them of the student’s suspension or expulsion. (Note: “reportable offenses” are specifically excluded from being part of the student record.) Discipline information must include suspension and extended suspension and expulsion information.
   a. Suspension notices shall be maintained in the student’s cumulative folder.
   b. Suspension notices must be maintained until the student becomes 22 years of age.

2. **Other Disciplinary Information** - includes information regarding actions other than suspension or expulsion taken to correct the student’s behavior, and information describing the student’s behavior that resulted in disciplinary action. This information may include: office referrals, exclusion from the classroom, detentions, etc.

3. **Transfer – Suspension Notices – Current Year**
   a. Electronic Discipline Records shall be maintained until the student becomes 22 years of age.
   b. Hard copies/files shall be maintained for two years beyond the current school year.

D. **Drug/Alcohol and violence violations are disciplinary records and these violations are cumulative over a student's school career, beginning with the age of responsibility (seven years of age).**

E. **Suspension notices must be sent to other schools or other school systems when a student transfers. In addition, the student’s current discipline report in the electronic discipline system and the previous year’s report should be sent to the receiving school.**

Revised 10/06, 7/10, 5/12

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**DESIGNATION OF “ACTING PRINCIPAL” OR HIGHEST AUTHORITY”**

When the Principal of a school is unavailable to the assigned building or site or an area within that building or site, or at any school related function, an Assistant Principal shall be designated to serve as “Acting Principal” to act in his/her absence on all matters involving the safe and orderly operation of the school, student discipline, and interactions with the public. If there is no Assistant Principal available, the Principal shall designate another employee to serve as “Acting Principal.” The Principal may designate an employee to serve as an “Acting Assistant Principal” to act in his/her absence and supervise school related functions that take place away from school.
REPORTING TO THE SUPERINTENDENT

Principals shall report to the Superintendent of Schools, in writing, or by e-mail all incidents or issues that are serious or have serious implications such as:

- Police involvement in school matters
- Injury requiring hospital treatment
- Issues that may generate media attention
- Issues concerning large numbers of the school community

Implementation

A. The Principal shall communicate via e-mail or phone with the Director of Student Services, and the appropriate level Director, Elementary, Middle or High, regarding any incident which requires immediate assistance/advice.

B. If the incident occurs during non-school hours and requires immediate assistance or advice, the principal shall contact the appropriate Director.

C. All incidents, whether or not requiring immediate assistance or advice, shall be documented in writing and e-mailed or sent to the Superintendent, appropriate Assistant Superintendent, the Director of Student Services and the appropriate level Director, Elementary, Middle, High, as soon as possible.

Revised 8/98, 8/00, 7/01, 3/06
ARSON

I. According to Article 27, Section 7 of the Annotated Code of Maryland:

Any person who willfully and maliciously sets fire to or burns or causes to be burned or who aids, counsels or procures the burning of any...school or other public building shall be guilty of a felony and upon conviction thereof, be sentenced to the penitentiary for not more than twenty years.

II. Implementation

A. Call the Fire Marshall
B. Immediate disciplinary investigation and appropriate consequences, generally involving suspension
C. Record incident in eforms for Incident Involving Emergency Services
D. Serious instances may indicate a recommendation to the Superintendent for extended suspension or expulsion
E. Restitution for all damages will be expected

ARSON THREATS

I. Any person who makes an arson threat may be fined $10,000, given a ten-year jail sentence or both, at the judge’s discretion. It is a misdemeanor for persons to knowingly make false statements regarding arson threats.

II. Implementation

A. Call the Fire Marshall
B. Immediate disciplinary investigation and appropriate consequences, generally involving suspension
C. Record incident in eforms for Incident Involving Emergency Services
D. Serious instances may indicate a recommendation to the Superintendent for extended suspension or expulsion

10/2018
Administrative Regulation

1. **Purpose**

The Board of Education of Carroll County is committed to establishing and promoting a safe, non-threatening environment for all students to learn. Therefore, the Board believes that bullying, harassment, intimidation, discrimination, or hazing are both morally wrong and offensive and will not tolerate such conduct on the part of any employee, supervisor, manager, administrator, student or visitor. It is the Board’s intent to provide to all employees and students a work and learning environment free from such acts.

The Annotated Code of Maryland Education article 7-424 provides parents/legal guardians, students, a student’s close adult relative(s), or a school staff member the opportunity to file a written report about alleged bullying or intimidation that substantially disrupts the orderly operation of a school and/or that may have occurred on school property, at a school sponsored event, or on a school bus. In addition, the Act requires that students and parents/legal guardians be notified of the reporting procedures.

2. **Procedure**

**Prevention and Intervention**

Administrators shall provide annual ongoing professional development for all school staff (including athletic coaches and advisors), to increase awareness of the prevalence, causes, and consequences of bullying and to increase strategies for preventing bullying. The professional development for staff shall include information on how to respond appropriately to students who bully, are bullied, or who report bullying. In addition, administrators shall ensure school climate improvement efforts to promote student involvement in anti-bullying efforts, peer support, mutual respect, and a culture which encourages students to report incidents of bullying to adults.

Interventions for students who bully, are bullied, and witnesses who report bullying shall include but are not limited to:

- Education of replacement behaviors, empathy, tolerance, and sensitivity to diversity.
- Remedial measures to correct bullying behavior, prevent another occurrence, and protect the target.
- Support/school counseling for the target with protection from retaliation and further episodes of bullying.
- Utilization of community health and mental health resources as needed.
Reporting:

Reporting by students, parents/legal guardians or a close adult relative of the student: Any student (target or witness), parent/legal guardian, or close adult relative who has a complaint regarding an act of bullying, harassment, intimidation, discrimination, or hazing at school during school hours, at any school sponsored function, that have a nexus back to the school setting, or that substantially disrupts the orderly operation of a school by another student or a school employee or volunteer, shall report the matter to a school employee, or in the case of sexual harassment, to the county Title IX Coordinator. If the adult to whom the report was made is an adult other than the principal (or designee), that adult shall assist the person in reporting the act to the school principal (or designee). When reporting such incidents, the person with the complaint or concern will be given the opportunity to complete the Bullying, Harassment, or Intimidation Reporting Form online or in hard copy format. A school staff member may also complete a Bullying, Harassment, or Intimidation Reporting Form. An investigation of the incident will occur as outlined below.

Investigating

1. Those situations reported by a student, parent/legal guardian, or close adult relative of the student, or school staff member on the Bullying, Harassment, or Intimidation Reporting Form or through the CCPS bullying reporting system are to be investigated and documented via the electronic bullying reporting system.

   • The principal and/or designee, upon receipt of a complaint, shall promptly investigate the complaint, obtaining the name of the accused person(s), any witnesses, and a description of the incident. The target and the person(s) to have allegedly engaged in misconduct under this regulation will be interviewed as soon as possible. The investigation must be made in an objective and sensitive manner, within 2 school days after receipt of a complaint or as timely as possible for school administration. An opinion regarding the merits of the case should not be rendered until a full investigation has been completed. An investigation of a complaint shall include the following steps:
     • Provide the alleged target, offender, and witnesses with a pamphlet on bullying. This pamphlet will be disseminated via the bullying reporting system or the school counseling department and will include signs of bullying, harmful effects, replacement behaviors, as well as school and community resources.
     • Throughout the investigation, maintain confidentiality, subject to the limitations of FERPA, as much as possible of all persons involved. Neither target nor witnesses should be promised confidentiality at the onset of an investigation. It cannot be
predicted what will be discovered or if a hearing may result from the ultimate outcome of the investigation. Efforts should be made to increase the confidence and trust of the target and any witnesses. They will be informed that any information discussed and recorded will be confined to “need to know” status.

- Stress throughout the investigation that the school system is committed to maintaining a safe and secure environment and also protecting innocent individuals from false accusations.
- Interview the person(s) with the complaint.
- Interview the alleged target(s).
- Interview the person(s) accused of the alleged misconduct.
- Interview witnesses and/or bystanders, as appropriate.
- If possible and appropriate, obtain written statements from the person(s) making the complaint, the person(s) being accused, and the witness or witnesses.
- Keep a written log of the investigation.
- Promptly make a determination whether the alleged conduct occurred and whether it constituted a violation of this regulation.
- School administrators or the administrative designee shall make contact with the parent/legal guardian of the alleged target and alleged offender, if either are students.
- If questions arise regarding the reporting and investigating of alleged incidents between students, contact the Pupil Personnel Worker assigned to the school or the Director of Student Services.
- If any inappropriate conduct is alleged between an employee and a student, the principal shall contact the Director of Student Services, a school level director, and/or the Director of Human Resources immediately.
- If any alleged misconduct is by a principal, the incident shall be immediately reported to the Director of Student Services who will work with the appropriate level Director and the Director of Human Resources to investigate and respond to the complaint.
- If sexual or physical abuse (including any intimate touching) of a student by a school employee is suspected, the principal shall immediately stop the investigation and contact Protective Services according to procedures outlined under Staff/Student Relationships regulations and Child Abuse or Neglect Guidelines. If given permission to do so by the investigating agency, the school administrator will promptly inform (normally prior to the end of the next school day) the student’s parents/legal guardians of the situation and that a referral has been made to the investigating agency.
- If the act is a violation of the policies set forth under Threats, Violent Acts, Firearms and Other Weapons Prohibited, those regulations will be implemented as appropriate.
• State law dictates that any serious incident of discrimination be reported to the appropriate law enforcement agency for further investigation and follow-up. (The principal shall consult with either the Director of Student Services, School Level Director, or the Supervisor of School Security and Emergency Management prior to reporting.)

2. Incidents reported but not documented on the Bullying, Harassment, or Intimidation Reporting Form shall be investigated in a manner consistent with Carroll County Public Schools’ procedures. Should the incident be determined to be bullying, harassment, or intimidation, the incident will be entered into the Electronic Bullying Reporting System and the steps outlined above will be followed.

**Disciplinary Action**

If it is determined that misconduct under this regulation has occurred, the principal shall take immediate and appropriate steps to discipline the offender and to prevent recurrence. Disciplinary action will be based upon the severity of the action. In the case of student offenders, disciplinary action may include but is not limited to, any of the following:

- Verbal or written reprimand
- Apology letter to the target(s)
- Student/parent conference
- Completion of assignments including appropriate reading and reports, which would promote student understanding and empathy
- Mediation/conflict resolution (when appropriate and both parties agree)
- Referral to School Counselor or Crisis Intervention Specialist
- Detention
- Exclusion from the classroom
- Saturday School
- Community conferencing
- In-school intervention
- In-school suspension
- Out of school suspension
- Suspension or removal from a club or team, when the misconduct is connected to membership of that organization. In the case of pervasive violation by team or club members, the organization shall be dissolved or disbanded for a period of time as deemed appropriate by school administration.
- Request administrative placement to an alternative program
- Request Extended suspension/expulsion
- Other as deemed appropriate
Follow-Up

Separate conferences with the target and offender shall occur within ten school days after the investigation to determine whether the bullying, harassment, or intimidation has continued and whether additional consequences are necessary. These conferences may occur as part of the counseling intervention. Another follow-up conference or conversation shall be held with the target approximately twenty school days after the initial follow-up conference to determine if the bullying, harassment, or intimidation has ceased. These follow-up conferences shall be conducted by a school administrator or designee, and shall be documented in the bullying reporting system.

Appeal

Following the report and investigation of the incident, if the student or parent/legal guardian is not satisfied with the outcome, they may follow the Grievance Procedures for Carroll County Public Schools.

Other

- Insisting that behaviors or actions were “misunderstood” does not excuse or reduce responsibility for the behavior.
- Students have the right to report actions and misconduct addressed by this regulation without fear of reprisal or retaliation. Acts of reprisal or retaliation shall be handled using appropriate disciplinary measures. The offender shall be informed that retaliation against any involved party is strictly prohibited and that progressive consequences shall occur if the activity continues.
- Failure of staff to report observed or known acts of misconduct under this regulation shall result in disciplinary consequences as determined by the Director of Human Resources in consultation with the Director of Elementary, Middle, or High Schools, the Director of Student Services, and the principal.

Communication

The Safe School Reporting Act of 2005 requires that students and parents/legal guardians be notified of the reporting procedures and where they may obtain a Bullying, Harassment, or Intimidation Reporting Form. Classroom presentations, newsletter summaries, and information via school websites are examples of how the reporting procedures are made known to students and parents/legal guardians. In addition, the forms shall be made available in the schools in the administrative offices, counseling offices, and health suites, as well as, on the CCPS homepage. Information contained in these regulations may be found in the Student Services Manual and the CCPS Informational Calendar Student/Parent Handbook.
Governance

Student Bullying, Harassment, Intimidation, Discrimination, Or Hazing

Adminisitrative Regulation # JICK

Implemented 7/09/08
Reviewed/Updated 11/9/16 2/8/17 2/9/22

Page # 6 of 7

Regulations Owner Director of Student Services
Expiration/Review Review: every five years

Any students, parents/legal guardians, or staff members having inquiries regarding the application of these regulations should contact the school principal or the Director of Student Services, 125 North Court Street, Westminster, Maryland, 21157, 410-751-3123, or the appropriate school level Director at 410-751-3000. Individuals may also contact the Maryland State Department of Education at 410-767-0311.

- Data Collection and Reporting
  - Information obtained from the Bullying, Harassment, or Intimidation Reporting Forms and other incidents determined to be bullying, shall be recorded for data collection, storage, and submission according to the requirements of Education Article § 7-424, Annotated Code of Maryland.
  - The Director of Student Services/designee shall provide each school with a summary report for individual schools annually. This summary report shall include the types of bullying reported, administrator’s determinations from investigations, and disciplinary actions taken.

3. Definitions

Bullying/Harassment/Intimidation: Intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student’s educational benefits, opportunities, or performance, or with a student’s physical or psychological well-being and is:

- motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability; or,
- Sexual in nature, including descriptions or depictions of a student with the student’s intimate parts exposed or while engaged in an act of sexual contact; or,
- threatening or seriously intimidating; and,
- occurs on school property, at a school activity or event, or on a school bus; or,
- substantially disrupts the orderly operation of a school.

Bullying: Unwanted, demeaning behavior among students that involves a real or perceived power imbalance. The behavior is repeated, or is highly likely to be repeated (e.g., social media post), over time. To be considered bullying, the behavior must be intentional and include: 1) An imbalance of power (students who bully use their physical, emotional, social, or academic power to control, exclude, or harm others), and 2) Repetition (bullying behaviors happen more than once or are highly likely to be repeated based on evidence gathered).
Cyberbullying: Bullying (as defined above) that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through texting, apps, or online via social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or hurtful content about another student. It can include sharing personal or private information about someone else causing embarrassment or humiliation.

Discrimination: Unequal or unlawful treatment of persons on the basis of race, color, sex, age, national origin, religion, disability, sexual orientation, or gender identity.

Harassment: Includes actual or perceived negative actions that offend, ridicule, or demean another student with regard to race, ethnicity, national origin, immigration status, family/parental or marital status, sex, sexual orientation, gender identity, gender expression, religion, ancestry, physical attributes, socioeconomic status, physical or mental ability, or disability.

Hazing: Doing or causing any activity which recklessly or intentionally subjects a student to the risk of bodily injury or humiliation for the purpose of initiating into a student group or organization; to harass, by exacting unnecessary or demeaning physical or mental work or activity by way of intimidation.

Intimidation: Any communication or action directed against another student that threatens or induces a sense of fear and/or inferiority. Retaliation may be considered a form of intimidation.

Retaliation: An act of reprisal or getting back at a person for an act he/she has committed.

Sexual Harassment: Intentional unwelcomed verbal, written, digital, or physical conduct of a sexual nature, by a student or school employee which:
- denies, limits, conditions, or interferes with the provision of education, assistance or services protected under Title IX, or
- creates a hostile or intimidating educational environment.
- includes but is not limited to:
  - Verbal conduct such as sexual name-calling, spreading sexual rumors, telling sexual jokes, and making verbally derogatory comments relating to appearance or gender.
  - Visual conduct such as displaying or drawing derogatory posters, cartoons, drawings, graffiti, photos, videos, or gestures.
  - Physical conduct such as unwanted touching, blocking another’s movements, or sexual assault.
  - Threats or demands for dates or physical contact.
STUDENT CONDUCT ON SCHOOL BUSES - SUSPENSION OF BUS RIDING PRIVILEGES

I. Board of Education Policy EEACC states:

The responsibility for denying a pupil the privilege of riding a school bus rests with the school principal. Parents/Legal Guardians shall be notified by the principal when action to suspend riding privileges is taken.

Drivers shall notify principals of circumstances and details pertaining to problems with pupils on the school bus.

Principals shall exercise their responsibility to warn the pupils or to suspend riding privileges, depending on the severity and the nature of the case.

Drivers may deny a pupil the privilege of riding a bus only when the behavior of the pupil is such that it endangers the safety of the other pupils on the bus. The driver may tell the student he/she cannot ride the next morning. The bus driver shall immediately contact the principal or supervisor of transportation. The principal will contact the parents/legal guardians. Any action taken after that is determined by the principal.

All pupils transported at public expense shall conform with rules and regulations governing such service.

Pupils who have had bus riding privileges suspended are required to attend school regularly.

Additionally, recent Maryland legislation states that “a person may not obstruct, hinder, or interfere with a school bus driver while the school bus driver is engaged in the performance of the school bus driver’s official duties. Any person found in violation of this law will be guilty of a misdemeanor and subject to a fine of up to $1000 and/or imprisonment of up to 90 days.”

II. Implementation

Refer to the Pupil Transportation Handbook for procedures to be followed.

APPROVED: 1972
REVISED: 8/79, 11/90, 8/91
I. State Regulations:
   A. COMAR 13A.08.01.11.A: Each local board of education is required to adopt a set of regulations designed to maintain an atmosphere of order and discipline necessary for effective learning. These regulations should provide for counseling and standards for appropriated disciplinary measures, and may permit suspension or expulsion.
   B. COMAR 13A.08.01.11.E: Corporal punishment may not be used to discipline a student in a public school in the State of Maryland.

II. Carroll County Public Schools’ Regulations:
    Corporal punishment may not be used to discipline a student in a Carroll County Public School, on Carroll County Public Schools property, or at a Carroll County Public Schools sponsored activity. Persons of authority who inflict corporal punishment on a student will be:
    A. Reported to appropriate agencies for investigation of possible child abuse
    B. Subject to Disciplinary Action

III. Definitions:
    A. Person of authority is a Carroll County Public Schools’ employee or volunteer.
    B. Corporal punishment means physical punishment used by a person of authority to correct student misbehavior. Approved behavioral interventions, such as defending one’s self from an attack, approved methods of physical restraint, or intervening in student fight or physical struggle are not considered corporal punishment.

IV. Implementation
    A. Corporal punishment inflicted:
       1. Use of corporal punishments shall be immediately reported to the principal who shall immediately report it to the Director of Student Services and the appropriate elementary, middle, or high school director. The Director of Student Services is responsible for notifying the Director of Human Resources and assistant superintendents.
       2. The principal will follow the Carroll County Public Schools’ staff/student relationship regulations in handling incidents of a Carroll County Public Schools’ employee inflicting corporal punishment on a student.
       3. In addition, if there is a reason to believe child abuse has occurred, the Carroll County Public Schools’ child abuse regulations shall be followed.
       4. Employees of Carroll County Public Schools who have knowledge of the infliction of corporal punishment but fail to report it will be disciplined as appropriate.
B. If a child is injured as the result of an approved behavioral intervention by a person of authority, school-based administrators should:

1. Request the teacher to document the incident, including the activities both preceding and following the incident.

2. Notify the parents of the student who attacked the staff member to inform them of the incident as well as any disciplinary consequences for the student.

3. Notify the Director of Student Services and the appropriate elementary, middle, or high school director. The Director of Student Services is responsible for notifying the Director of Human Resources of the incident. If the incident occurs during non-school hours, a phone call should be made the next school day unless the situation requires immediate advisement.

4. Submit a detailed written report of the incident to the Superintendent’s office and the Director’s office as soon as possible.
DESTRUCTIONOF SCHOOL PROPERTY

If a student violates a state or local law or regulation and during or as a result of the commission of that violation damages, destroys, or substantially decreases the value of school property or property of another who was on school property at the time of the violation, he/she is subject to one or more of the following:

1. As part of a conference on the matter with the student, the student’s parent/legal guardian, and any other appropriate person, the principal shall require the student or the student’s parent/legal guardian to make restitution. This restitution for damages may be in the form of monetary restitution not to exceed the lesser of the fair market value of the property or $2,500, or the student may be assigned to a schoolwork project.*

2. Involvement of the appropriate law enforcement agency.

3. Suspension, recommendation for extended suspension or expulsion may be indicated.

* If the Department of Juvenile Justice is involved, the school may not seek restitution directly. (Article 7-305)
DISTURBING ACTIVITIES
Article 26, Section 101

I Disturbing Activities

A. Willful disturbance of school activities prohibited: A person may not willfully disturb or otherwise willfully prevent the orderly conduct of the activities, administration, or classes of any institution of elementary, secondary or higher education.

B. Molesting or threatening students or school personnel prohibited: A person may not molest or threaten with bodily harm any student, employee, administrator, agent, or any other individual lawfully on grounds or in the immediate vicinity of any institution of elementary, secondary, or higher education.

C. Injunction: In addition to the penalties provided in this section or in Article 27, Section 577A of the Code, on application by the governing board of any institution of elementary, secondary, or higher education, the circuit court of the county in which the institution is located may issue an injunction restraining any specific activity that violates this section.

D. Criminal penalty: Any person who violates any provision of subsection A or B of this section is guilty of a misdemeanor and on conviction is subject to a fine not exceeding $1,000, imprisonment no exceeding 6 months, or both.

II Implementation

A. This section would apply to the school parking lots and would also be applicable to the streets and roads in the vicinity of the schools.

B. If any of these violations occur in the presence of a police officer, the officer may arrest the violator without a warrant. However, if the officer is not present to witness the violation, a warrant must be obtained by the appropriate school authority before an arrest can be effected.

1. With non-students
   a. School employee who observes a potentially disruptive individual or group shall make employee status known and request identification and reasons for presence in the building. The employee then notifies the administrative office at once.
   b. When it is determined that the individual has no legitimate business in the building, the person is asked to leave by the authorized individual or employee.
   c. If the non-student intruder agrees to leave the building, the administrator should accompany the person from the school building.
   d. If the non-student intruder refuses to leave the building, the authorized school employee shall refer to trespass law (26-101).
   e. If the non-student intruder refuses to leave, the police shall be called by the school administrator. The administrator or authorized school employees shall remain with the intruder until the police arrive.
   f. The teacher or school administrator shall report the incident to the immediate supervisor by submitting a written report immediately following the incident.

2. With Students
   a. Student group is reported to the administration in the most expedient way.
b. The employee(s) or administrator(s) observing the actual or potential disturbance directs
the student or group to an area appropriate for dealing with the problem.
c. The administrator informs the student or group of the applicable law and consequences,
including calling the police for assistance.
d. The administrator secures names of the students or group members.
e. Parent contact is made by the administration to inform the parents/legal guardians of the
student’s offense and the school’s action.
f. If the student or group remains uncooperative and constitutes a menace to school
employees, other students, or school property, an immediate call is made to the police.
g. Student or group is kept under surveillance by administrators and others designated to assist
until police arrive.
h. The teacher or school administrator should report the incident to the immediate supervisor
and submit a written report of the incident immediately.
Portable Electronic Devices

The Board of Education recognizes that the use of personally-owned portable electronic devices plays a beneficial role in the educational process. Carroll County Public Schools allows for the use of portable electronic devices owned by adults and students in grades 3-12 during the school day when used within established guidelines. The use of these devices is voluntary. Examples of portable electronic devices include, but are not limited to: laptops, tablets, netbooks, mobile phones, mp3 player, and eReaders. School staff members are not expected to assist students with troubleshooting problems with personally owned devices.

Responsibilities

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>Talk with your student about the responsibility that comes with owning and using a portable electronic device. Decidewhetheror not to allow your student to use a personally owned portable electronic device inschool. Review the Portable Electronic Devices Guidelines and agree to the terms stated on the Parent Sign-Off Sheet. Monitor your device’s data plan for appropriate coverage.</td>
</tr>
<tr>
<td>Students in Grades 3-12</td>
<td>Review the Portable Electronic Devices Guidelines with your parents/guardians and agree to abide by the guidelines. Guard your device against loss, damage, and theft. Make sure your device is charged before coming to school. Silencethe audible notifications sounds and volume of your device during the school day, or use ear buds/headphones when appropriate. Do not use your device to record, store, or transmit any type of image, sound, or video, except for approved projects with the permission of school staff. Use your device to enhance your learning. Troubleshoot problems with your device. Maintain the privilege of using your device by minimizing distractions, using your device appropriately, and following the directions of school staff.</td>
</tr>
<tr>
<td>School Staff</td>
<td>Model the appropriate use of devices and digital citizenship. Allow students to use their devices within the CCPS guidelines. Do not direct or encourage students to allow other students to use their device as part of instruction. Consider equity of access to technology when designing lessons and provide the tools necessary for all students to complete assignments.</td>
</tr>
</tbody>
</table>
Where Students Can Use Portable Electronic Devices

<table>
<thead>
<tr>
<th>Location</th>
<th>Elementary Schools Grades 3-5</th>
<th>Middle and High Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Bus</td>
<td>Yes, with ear buds or headphones, unless otherwise directed by the bus driver.</td>
<td>Yes, with ear buds or headphones, unless otherwise directed by the bus driver.</td>
</tr>
<tr>
<td>Classroom, Media Center, and Field Trips</td>
<td>Yes, unless otherwise directed by the teacher.</td>
<td>Yes, unless otherwise directed by the teacher.</td>
</tr>
<tr>
<td>Hallways and Stairwells</td>
<td>No, unless permission is granted by school staff.</td>
<td>Yes, unless otherwise directed by school staff.</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>No, unless permission is granted by school staff.</td>
<td>Yes, unless otherwise directed by school staff.</td>
</tr>
<tr>
<td>Restrooms</td>
<td>No.</td>
<td>No.</td>
</tr>
<tr>
<td>Assemblies</td>
<td>No, unless permission is granted by school staff.</td>
<td>No, unless permission is granted by school staff.</td>
</tr>
<tr>
<td>Recess Locations</td>
<td>No, unless permission is granted by school staff.</td>
<td>N/A</td>
</tr>
<tr>
<td>Locker Room</td>
<td>N/A</td>
<td>No images/video/audio recordings.</td>
</tr>
</tbody>
</table>

Liability

Carroll County Public Schools assumes no responsibility for the loss, damage, theft, or charging of personally owned portable electronic devices and/or related accessories brought to school or on the school buses. Students bring these devices to Carroll County Public Schools at their own risk.

Misuse

Disciplinary action, as outlined in the Carroll County Public Schools Student Handbook, shall be taken when a student fails to follow the directions of a staff member regarding portable electronic devices or if reasonable belief exists that the student has violated the terms of the Acceptable Use Procedures and Guidelines or other school policy.
Administrative Regulation

1. **Purpose**

The purpose of this regulation is to promote a continuum of positive behavior interventions, strategies, and supports so the use of exclusion and physical restraint is limited to necessary/critical situations. The regulation does not restrict educators from maintaining a safe and orderly school environment.

2. **Procedure**

I. Continuum of positive behavior interventions, strategies, and supports

   School-wide positive behavior interventions, strategies, and supports may include but are not limited to:

   1. Cooperative discipline
   2. Crisis Prevention Institute strategies (CPI)
   3. Initiatives which promote character development, positive school climate, pro-social behaviors, etc.
   4. Mentoring
   5. Peer mediation programs
   6. Restorative approaches
   7. Positive Behavior Intervention Support (PBIS)
   8. School-wide school counseling programs
   9. Second Step
   10. Skill streaming
   11. Stop and Think (social skills)
   12. Student Services Team interventions
   13. Student Support Plans
   14. Behavior Contracts
   15. Behavior Intervention Plans
II. Exclusion, Seclusion, and Physical Restraint

School personnel shall only use exclusion, or physical restraint:

1. After less restrictive or alternative approaches have been considered and:
   a. attempted; or
   b. determined to be inappropriate
2. In a humane, safe, and effective manner;
3. Without intent to harm or create undue discomfort; and
4. Consistent with known medical or psychological limitations and the student’s behavioral intervention plan.

This regulation does not prohibit:
1. School personnel from initiating appropriate student disciplinary actionspursuant to Education Article §7-305, Annotated Code of Maryland, COMAR 13A.08.01.11, and COMAR 13A.08.03; or
2. Law enforcement, judicial authorities, or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk in accordance with relevant law, regulation, policy, or procedures.

A. Exclusion: The removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self-control and is not receiving instruction including special education, related services, or support.

1. School personnel may use exclusion to address a student's behavior:
   A. if the student's behavior unreasonably interferes with the student's learning or the learning of others,
   B. If the student's behavior constitutes an emergency and exclusion is necessary to protect a student or others PERSON from imminent, serious, physical harm after other less intrusive, nonphysical interventions have failed or been determined inappropriate;
   C. if exclusion is requested by the student; or
   D. if supported by the student's behavior intervention plan.
2. A setting used for exclusion shall:
   a. provide school personnel with the ability to see the student at all times
   b. provide adequate lighting, ventilation, and furnishings; and
   c. be unlocked and free of barriers to prevent egress

3. School personnel shall monitor a student placed in exclusion and provide a student in exclusion with:
   a. an explanation of the behavior that resulted in the removal, and
   b. instructions on the behavior required to return to the learning environment.

4. School personnel shall ensure that each period of exclusion:
   a. is appropriate to the developmental level of the student and the severity of the behavior, and
   b. does not exceed 30 minutes

5. Parents/Legal Guardians and school personnel may at any time request a meeting to address the use of exclusion, and,
   a. conduct a functional behavior assessment
   b. develop, review, or revise a Behavioral Intervention Plan

6. School personnel shall consider the need to initiate a referral to a Student Services or IEP team if a non-disabled student has experienced excessive exclusion, to determine if the student has a disability that may require the provision of special education and related services, in accordance with COMAR 13A.05.01.

7. School personnel shall ensure the implementation of appropriate procedures, in accordance with COMAR 13A.08.03, if a student with a disability has experienced an excessive period of exclusion that may result in a change of placement.
B. **Seclusion**: The confinement of a student alone in a room, an enclosure, or any other space from which the student is physically prevented from leaving during school hours.

1. Use of Seclusion
   
   a. A public agency may not use seclusion as a behavioral health intervention for a student.

   b. Seclusion does not include a behavior intervention plan of separating a student by placing the student:

      1. Into a nonlocked room from which the student is allowed to leave; or
      2. Within a separate location in a classroom from which the student is not physically prevented from leaving.

C. **Physical Restraint**: A personal restriction that immobilizes a student or reduces the ability of a student to move their torso, arms, legs, or head freely that occurs during school hours.

Physical restraint also does not include:

- briefly holding a student in order to calm or comfort the student,
- Holding a student’s hand or arm to escort the student safely from one area to another;
- moving a disruptive student who is unwilling to leave the area when other methods such as counseling have been unsuccessful, or
- Breaking up a fight in the school building or on school grounds. Intervening in a fight in accordance with Education Article §7-307 Annotated Code of Maryland. A principal, teacher, school security guard, or other school system personnel in any public school may take reasonable action necessary to prevent violence on school premises or on a school sponsored trip, including intervening in a fight or physical struggle that takes place in his/her presence, whether the fight is among students or other individuals. The degree and force of the intervention may be as reasonable as necessary to prevent violence,
1. Use of restraint- Neither a public agency nor a nonpublic school may use physical restraint on a student as a behavioral health intervention unless:
   a. Physical restraint is necessary to protect the student or another individual from imminent serious physical harm; and
   b. Other, less intrusive, nonphysical interventions have failed or been demonstrated to be inappropriate for the student.

2. Once physical restraint has been used or school personnel have made a student-specific determination that it may need to be used consistent with COMAR §A(1)(a) of this regulation, physical restraint may be included in a student’s behavioral intervention plan or IEP to address the student’s behavior in an emergency situation, provided that school personnel:
   a. Review available data to identify any contraindications to the use of physical restraint based on medical history or past trauma, including consultation with medical or mental health professionals as appropriate;
   b. Identify the less intrusive, nonphysical interventions that will be used to respond to the student’s behavior until physical restraint is used in an emergency situation; and
   c. Obtain written consent from the parent, consistent with Education Article, §8-405, Annotated Code of Maryland.

3. Physical restraint shall be applied only by school personnel who are trained in the appropriate use of physical restraint consistent with COMAR 13A.08.04.06C.

4. In applying physical restraint, school personnel shall only use reasonable force as is necessary to protect a student or other person from imminent, serious physical harm.

5. Physical Restraint:
   a. shall be removed as soon as the student is calm; and
   b. may not exceed 30 minutes

6. In applying physical restraint, school personnel may not:
   a. Place a student in a face down position;
b. Place a student in any other position that will obstruct a student’s airway or otherwise impair a student’s ability to breathe, obstruct a staff member’s view of a student’s face, restrict a student’s ability to communicate distress, or place pressure on a student’s head, neck, or torso; or

c. Straddle a student’s torso

a. Procedures during and after a physical restraint & other physical interventions:

i. If time permits, staff participating in a restraint should remove jewelry, glasses, and other objects which may be harmful to the staff member or the student. If possible, this should be done out of the view of the student.

ii. The amount and duration of force used during a physical restraint shall only be as much as needed to stabilize the situation and/or restore the student’s self-control.

iii. Moving a resistant student from one place to another may be employed within the school when necessary to ensure the safety and welfare of students and staff when other methods such as counseling have been unsuccessful.

iv. Shall be removed as soon as the student is calm and

v. May not exceed 30 minutes

vi. The student shall be given an opportunity to be seen by the health room staff following the restraint, with staff accompaniment. If the student is injured, the health room Accident Report Form shall be completed, and the parent/legal guardian shall be advised.

vii. The student, under supervision, may be allowed to use the restroom following the restraint.

viii. The building principal shall be informed of any physical restraint.

ix. Consequences for the student shall be determined and implemented.

x. The parent/legal guardian of any restrained student shall be notified by the administration within 24 hours.

xi. If other students witnessed the restraint, the staff should conference with individual students, or as needed, an entire class as appropriate.

xii. Any staff member injured during a restraint should report to the health room and shall notify the administration of the injury.

xiii. Any staff member involved with the restraint shall document his/her actions with an administrator prior to the end of the day.
xiv. Documentation steps in section 6 below are to be implemented.

b. The following procedures, in addition to those already stated, apply to any physical restraint used as part of a behavior intervention plan.

i. When physical restraint is a part of a Behavioral Intervention Plan (BIP) or IEP, the plan must be developed with parent/legal guardian, administration, and staff with prior written approval. If such a plan has not yet been developed and a restraint is warranted, the restraint should be implemented by a trained team of staff members or, in an emergency situation, by staff members directed by a trained leader.

ii. When a physical restraint is being considered, the staff person in charge of the restraint must decide that less intrusive techniques have been or will be ineffective. Whenever possible, this decision should involve the team leader or the school’s administration.

iii. Appropriate staff should be called to assist in the restraint. It is advisable to have at least one additional staff member present to observe and document the restraint.

iv. If time permits, the area should be cleared of other students, unnecessary staff, and obstructions (i.e. furniture).

v. One staff person shall be in charge of the restraint. If a staff member participating in a restraint is unclear who is in charge, that person should ask. The staff person in charge shall issue instructions to the staff, including, as time and circumstances permit:
   i. Directing where the restraint will take place
   ii. Directing the staff member to clear the area of students, obstructions, and unnecessary staff
   iii. Directing who will hold what body parts
   iv. Determining who is to speak to the student
   v. Turning over the restraint to another staff member
   vi. Determining when the restraint ends
   vii. Determining when the staff leave the room
   viii. Assigning one staff member to observe and document if possible

vi. Counseling for the restrained student should take place following the restraint.
vii. All staff members involved in the restraint shall meet before the end of the school day to review and debrief the restraint. Any concerns about procedures or techniques employed should be brought to the attention of the administration immediately and documented.

viii. Each restraint is documented as described below.

i. Mechanical Restraint
   i. The use of mechanical restraint is prohibited in public agencies and nonpublic schools unless a public agency or nonpublic school is certified by and meets the requirements of the Joint Commission for the Accreditation of Health Care Organizations.
   ii. These regulations do not prohibit school personnel from using a protective or stabilizing device:
       • As prescribed by a health professional; or
       • For a student with a disability, in accordance with the student’s IEP or behavioral intervention plan.

iii. “Protective or Stabilizing Device” means any device or material attached or adjacent to the student’s body that restricts the freedom of movement or normal access to any portion of the student’s body for the purpose of enhancing functional skills, preventing self-injurious behavior, or ensuring safe positioning of a person.
   iv. “Protective or Stabilizing Device” includes:
       • Adaptive equipment prescribed by a health professional
       • Seat belts
       • Other safety equipment to secure student during transportation in accordance with the public agency or nonpublic transportation plan

D. Documentation of the use of Physical Restraint

1. Each time a student is restrained, school personnel involved in the restraint shall debrief and document:
   a. Other less intrusive interventions that have failed or been determined inappropriate
b. The precipitating event immediately preceding the behavior that prompted the use of restraint.

c. The behavior that prompted the use of restraint

d. The names of the school personnel who observed the behavior that prompted the use of restraint; and

e. The names and signatures of the staff members implementing and monitoring the use of restraint.

2. Documentation under COMAR §a(3) of this regulation shall include a description of the restraint event including:
   a. The type of restraint;
   b. The length of time in a restraint;
   c. The student’s behavior and reaction during the restraint; and
   d. The name and signature of the administrator informed of the use of restraint.

3. The documentation described in COMAR §A(3) and §B(7) of this regulation shall be maintained in the student’s educational record and available for inspection by the student’s parents/legal guardians in accordance with COMAR 13A.08.02

4. Each time restraint is used, parents/legal guardians shall be provided oral or written notification within 24 hours unless otherwise provided for in a student’s behavioral intervention plan or IEP.

E. Referral to a Student Services or IEP Team

1. If restraint is used for a student who has not been identified as a student with a disability, the student shall immediately be referred to the school’s student services team or IEP team.

2. If restraint is used for a student with a disability, and the student's IEP or behavior intervention plan does not include the use of restraint the IEP team shall meet, in accordance with COMAR 13A.08.03, within 10 business days of the incident to consider:
   a. The need for a functional behavioral assessment;
   b. Developing appropriate behavioral interventions; and
   c. Implementing a behavioral intervention plan.
3. If restraint is used for a student with a disability, and the IEP or behavior intervention plan includes the use of restraint, the student's IEP or behavior intervention plan shall specify how often the IEP team shall meet to review or revise, as appropriate, the student's IEP or behavior intervention plan, in accordance with COMAR 13A.05.01 and 13A.08.03.

4. When an IEP Team meets to review or revise a student's IEP or behavior intervention plan, as specified in COMAR §C(3) of this regulation, the IEP team shall consider:
   a. existing health, physical, psychological, and psychosocial information, including any contraindications to the use of restraint based on medical history or past trauma;
   b. information provided by the parent;
   c. observations by teachers and related service providers;
   d. the student's current placement; and
   e. the frequency and duration of restraints events that occurred since the IEP team last met.

5. The local school system or nonpublic school shall provide the parent of the student with written notice in accordance with COMAR 13A.05.01.12A when an IEP team proposes or refuses to initiate or change the student's IEP or behavior intervention plan that includes the use of restraint.

6. Parental Consent.
   a. The IEP team shall obtain the written consent of the parent if the team proposes to include restraint in the behavior intervention plan or IEP to address the student’s behavior.
   b. If the parent does not provide written consent, the IEP team shall send the parent written notice within 5 business days of the IEP Team meeting that states;
      i. The parent has the right to either consent or refuse to consent to the use of restraint; and
ii. If the parent does not provide written consent or a written refusal within 15 business days of the IEP Team meeting, the IEP team may implement the proposed use of restraint.

c. If the parent provides written refusal, the IEP team may use the dispute resolution options listed in Education Article, §8-413, Annotated Code of Maryland, to resolve the matter.

III. Professional Development.

A. Each public agency and nonpublic school shall provide professional development to school personnel designated by a school administrator to use restraint on this chapter and the appropriate implementation of policies and procedures developed in accordance with COMAR §A of this regulation.

B. At the beginning of each school year, each public agency and nonpublic school shall identify school personnel authorized to serve as a school-wide resource to assist in ensuring proper administration of exclusion and restraint.

C. The school personnel described in COMAR §C(1) and COMAR §C(2) of this regulation shall receive training in current professionally accepted practices and standards regarding:

1. Positive behavior interventions, strategies and supports, including methods for identifying and defusing potentially dangerous behavior;

2. Trauma-informed intervention;

3. Functional behavior assessment and behavior intervention planning;

4. Exclusion;

5. Restraint and alternatives to restraint;

6. Symptoms of physical distress and positional asphyxia;
<table>
<thead>
<tr>
<th>Administrative Regulation #</th>
<th>JLI</th>
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<tbody>
<tr>
<td>Implemented</td>
<td>4/24/96</td>
</tr>
<tr>
<td>Reviewed/Updated</td>
<td>5/96, 8/97, 8/00, 2/04, 9/04, 02/10/2016, 9/11/19, 7/21/22</td>
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</tbody>
</table>

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**Expiration/Review** | Review: every three years

7. First aid and cardiopulmonary resuscitation (CPR); and

8. Individualized behavior interventions based on student characteristics, including disability, medical history, and past trauma.

D. The professional development described in COMAR §C(3) of this regulation shall include a written examination and physical demonstration of proficiency in the described skills and competencies.

F. Monitoring and Compliance
   1. Each public agency and nonpublic school shall develop policies and procedures on:
      a. Monitoring the use of exclusion and restraint,
      b. Receiving and investigating complaints regarding exclusion and restraint practices
   2. Procedures for receiving and investigating complaints regarding exclusion and restraint are outlined in the student services manual.
Exclusion and/or Restraint Complaint Procedure

In the event a student, parent/guardian, staff member, or other individual has a complaint regarding exclusion and/or restraint practices, the complainant needs to submit the complaint to the school principal in writing containing the following information:

- Date of the complaint
- Name of complainant
- Contact Information of complainant (email address, phone number, mailing address)
- Student involved in the exclusion and/or restraint
- School where the exclusion and/or restraint occurred
- Date and time of the exclusion and/or restraint
- Staff member(s) involved in the exclusion and/or restraint
- Description of the complaint

Complaints regarding exclusion and/or restraint practices will be addressed by the School Principal. In the event the School Principal is a subject of the complaint, the Instructional Director, Director of Special Education, or Director of Student Services will address the complaint.

The designated staff addressing the complaint will follow the procedure outlined below:

- Contact the complainant within three (3) school days.
- Render a decision, in writing, to all parties involved within five (5) school days of the receipt of the complaint.
  - In the event additional time beyond five (5) school days is needed to fully investigate the complaint and arrive at a decision, the designated staff member will contact the complainant and notify them of the extension of the decision for no more than ten (10) additional workdays.
- The complainant may appeal the determination to the Superintendent of Schools. The Superintendent of Schools will review the matter and issue a decision within thirty (30) workdays.
- If dissatisfied with the Superintendent's decision, the complainant may appeal to the President of the Carroll County Board of Education within thirty (30) days after the decision of the Superintendent.
EXPLOSIVE DEVICES – FIREWORKS – AMMUNITION

I. According to Article 27, Section 119, of the Annotated Code of Maryland, "Every person, his aiders or abettors, who shall willfully and maliciously dynamite, blow up or otherwise, by means of any explosives ("Explosives" means gunpowder, powders for blasting, high “explosives” blasting materials, fuses (other than electric circuit breakers), detonators, and other detonating agents, smokeless powder and any chemical compound or any mechanical mixture containing any oxidizing and combustible units, or other ingredients in such proportions, quantities, or packing that ignition by fire, friction, concussion, percussion or detonation of any part thereof may and is intended to cause an explosion, including bombs and destructive devices designed to operate by chemical, mechanical or explosive action but shall not include fixed ammunition for small arms, small arms ammunition primers, small arms percussion caps, safety and pyrotechnic fuses, quills, quick and slow matches, friction primers, fireworks, or common matches when used in their original configuration. (From Article 18A § 26 Annotated Code of Maryland)...wreck, destroy, injure or damage...any property whether real or personal, public or private, shall be guilty of a felony..."

II. According to Article 38A, Sections 16 and 17, of the Annotated Code of Maryland, "It is unlawful for any person to discharge fireworks without a permit...or to possess fireworks, either with the intention of discharging or permitting the dischargethereof..."

III. Implementation:

Should a student be in violation of these laws or be in possession of ammunition at school functions or upon a school bus, the principal shall:

A. In less serious cases, suspend the student from school for up to five days.*

B. Involve the appropriate law enforcement agency and the Fire Marshall.

C. In serious cases involving explosive devices, ammunition or fireworks, the principal shall:

   1. Report to the Superintendent immediately.

   2. Suspend the student for ten days and recommend to the superintendent an extended suspension for one year from the assigned school, or expulsion from the Carroll County Public Schools. (See Violent Acts)

   3. Refer the student and parent/legal guardian for outside counseling/treatment.

D. In case of firearms and other weapons on school property or at school events, see Violent Acts Including Firearms and Other Weapons.

* If a student is identified or is suspected to be a disabled student (through IDEA or Section 504 of the Rehabilitation Act), see Suspension and Expulsion of Students with Disabilities

Revised 8/96
VIII. Background

The Board of Education of Carroll County is committed to establishing and promoting a safe, non-threatening environment for all students to learn. Therefore, the Board believes that gang activity and similar destructive or illegal group behavior present a threatening and potentially dangerous learning environment and will not tolerate such conduct on the part of any student or visitor. It is the Board’s intent to provide to all staff and students a work and learning environment free from such acts.

This regulation provides parents, students, close adult relatives of students, and school staff members the opportunity to file a written report about alleged gang activity and similar destructive or illegal group behavior that has occurred or reasonably may have occurred on or near school property or vehicles or at a school-sponsored event. In addition, it requires that students and parents be notified of the reporting procedures.

IX. Definitions

A. “Criminal gang” or “gang” means a group or association of three or more persons whose members:
1. Individually or collectively engage in a pattern of criminal activity;
2. Have as one of their primary objectives or activities the commission of one or more underlying crimes (as defined by Section 9-801(f) of the Criminal Law Article) including acts by juveniles that would be underlying crimes if committed by adults; and
3. Have in common an overt or covert organizational or command structure.

B. “Gang activity” means the commission of, attempted commission of, conspiracy to commit, or solicitation of an underlying crime (as defined by Section 9-801(f) of the Criminal Law Article) or act by a juvenile that would be an underlying crime if committed by an adult.

C. “Pattern of criminal gang activity” means the commission of, attempted commission of, conspiracy to commit, or solicitation of two or more underlying crimes (as defined by Section 9-801(f) of the Criminal Law Article) or acts by a juvenile that would be an underlying crime if committed by an adult.

D. Activities on or near school vehicles or property—
1. A person may not threaten an individual, or a friend or family member of an individual with use of physical force or violence to coerce, induce, or solicit the individual to participate in or prevent the individual from leaving a criminal gang:
   (i) in a school vehicle, as defined under Section 11-154 of the Transportation Article; or
   (ii) in, or within 1,000 feet of real property owned or leased to an elementary school, secondary school, or county board of education and used for elementary or secondary education.

2. Applicability—Subsection (1) of this definition applies whether or not:
   (i) school was in session at the time of the crime; or
   (ii) the real property was being used for purposes other than school purposes at the time of the crime.
E. The following are examples of supports and services available for students at risk for or engaging in suspected gang activity:

1. Integrated drug and gang awareness education that shows research effectiveness,
2. Services and supports for parents and families that are culturally and linguistically appropriate,
3. Counseling and mentoring for students and their families,
4. Community and faith-based organization programs that provide support and services,
5. After-school programs developed in collaboration with community stakeholders,
6. Job training and employment opportunities, and
7. School sanctioned extra-curricular activities.

IV. Prevention, Intervention, and Support Services

A. The Superintendent shall ensure training for staff and teachers on gang prevention and intervention resources annually. The gang awareness information shall be revised and updated regularly to reflect current trends in gang and gang-like activity.

B. The CCPS Coordinator of School Security shall hold regular school security meetings involving each middle school and high school to ensure coordination of gang prevention, intervention, and suppression efforts. The following individuals shall be invited to participate in such meetings:

   • School principals
   • Coordinator of School Security
   • School counselors
   • Department of Social Services
   • Department of Juvenile Services
   • State’s Attorney’s Office
   • State and Local Law Enforcement Agencies
   • Carroll County Youth Services Bureau
   • Junction, Inc.
   • Office of the Public Defender
   • Community and faith-based organizations

C. Each school that enrolls students in grades 6 through 12 must designate at least one (1) Coordinator of School Security. A school administrator shall serve as this school-based Coordinator of School Security. He/she shall coordinate prevention and/or intervention services at the school level.

D. The following are resources for intervention and/or prevention of gang behavior:

   Maryland Gang Website: [www.gangs.umd.edu](http://www.gangs.umd.edu)
   Maryland Community Services Locator Project: [www.mdcsl.org](http://www.mdcsl.org)

IV. Reporting

A. Obtaining Information from Internal Sources:

   1. All school employees must report any incidence of suspected gang activity or similar destructive or illegal group behavior to a school administrator.
   2. If a student, parent, or guardian, or other person tells a school employee about any gang-related activity or similar destructive or illegal group behavior, the school employee shall report that information to a school administrator.
   3. The school administrator shall contact the Coordinator of School Security to report the alleged behavior.
   4. The Coordinator of School Security, upon receiving a “report,” shall complete the Gang-Related Incident Reporting Form after consulting with the original complainant. Completed Reporting & Investigating Forms shall be maintained in a secured area in a central location by the Coordinator of School Security.
5. Once the Reporting Form is completed, the Coordinator of School Security will initiate the appropriate investigation. School administrators shall assist with the investigation as requested.
6. The Reporting Form and the information gathered during the investigation shall not become part of the student’s permanent record.
7. The Coordinator of School Security shall establish a monitoring/tracking system to follow the progress of each investigation and to use as a database for evaluation purposes.
8. Student-specific gang-related records will be maintained until the student: graduates, permanently leaves school, or turns 22, whichever occurs first. If the allegation is unsubstantiated, the record shall be destroyed immediately.

B. Obtaining Information From External Sources

1. The Coordinator of School Security shall serve as the point of contact for information received from the police, State’s Attorney’s Office, or courts. The Coordinator of School Security shall transmit the information to others as allowed by the Safe Schools Act of 2010. The Coordinator of School Security shall inform the aforementioned agencies of the contact.
2. All information received about arrests, dispositions, and/or delinquency adjudication is confidential information which shall not become part of the student’s educational record.
3. The Coordinator of School Security shall maintain all arrest/disposition information from external sources in a secured area in a centralized location.
4. The Coordinator of School Security shall maintain a non-student specific log by school year of each notification received from external sources and provide recommendations to MSDE on ways to improve the notification process.
5. Arrest/disposition information and the information received from external sources shall be maintained until the student graduates, permanently leaves school, or turns 22. If the allegation is unsubstantiated, the record shall be destroyed immediately.

C. Sharing Information Within the School System

1. Notwithstanding the provisions of subsection Section 7-303(d) of the Education Article, nothing shall prohibit a local superintendent or school principal from transmitting the information obtained pursuant to Section 7-303(b) and (c) of the Education Article as a confidential file to the local superintendent of another public school system in the State or another nonpublic school in the State in which the student has been enrolled or been transferred in order to carry out the purposes of this section if the disposition of the reportable offenses was a conviction or an adjudication of delinquency or the criminal charge or delinquency is still pending.
2. The Superintendent, Principal, or Coordinator of School Security shall share the information on arrests, dispositions, and reports about gang activity with school personnel in the school in which the student is enrolled for use in providing the student appropriate educational programming.
3. For the purpose of maintaining a safe and secure environment for students and school personnel, the Superintendent, Principal, or Coordinator of School Security may share the information on arrests, disposition, and internal reports about gang activity and gang-related incidents with school personnel in the school in which the student is enrolled as necessary to carry out purposes set forth in the law.
4. As part of the student support teaming process, the Principal shall meet regularly with the school counselor(s) or pupil personnel worker to share information about gang activity in general and discuss the educational plan for and progress of each student who has been arrested or adjudicated delinquent for gang activity or who has been named in an accurate, reliable report of gang activity.

D. Sharing Information with Entities External to the School

1. In order to coordinate gang prevention, intervention, and suppression efforts, the Coordinator of School Security shall conduct regular meetings to share general non-student specific information and de-identified student data with representatives of law enforcement, the State’s Attorney’s Office, the Public Defender’s Office, gang prevention and intervention programs, or any other appropriate individual, about gang activity that has been reported internally in the school.
2. In order to coordinate gang prevention, intervention, and suppression efforts to maintain a safe and secure school environment, the Coordinator of School Security shall contact the appropriate law enforcement officer whenever a report of on-going or threatened gang-related violence appears accurate and reliable. The Coordinator of School Security shall share with the law enforcement officer information about the specific event and the students involved, and elicit advice on intervention strategies and how to involve parents or guardians or community systems.

V. Investigation and Discipline

A. Procedures for investigation and discipline of suspected gang activity or similar destructive or illegal group behavior:

1. Upon receipt of a Gang-Related Incident Report, the Coordinator of School Security shall initiate an investigation within 1 school day. If the report is of a high level of severity (criminal activity, imminent danger or disruption), the investigation shall be initiated immediately.

2. If the report is of a high level of severity (criminal activity, imminent danger or disruption), the following school system personnel shall be notified: Superintendent, Assistant Superintendents, Level Director, and Director of Student Services.

3. As directed by the Coordinator of School Security, principals, assistant principals, or the administrative designee shall notify the parent/guardian of the alleged offender, as well as the parent/guardian of the alleged victim.

4. In consultation with the Coordinator of School Security, principals, assistant principals, or the administrative designee shall apply consequences and/or remedial actions consistent with due process rights and in accordance with COMAR 13A.08.01.11 and 13A.08.03 using the following range of consequences/remedial actions:
   - Student/parent conference
   - Mediation/conflict resolution (when appropriate and both parties agree)
   - Referral to school counselor or Crisis Intervention Specialist
   - Detention
   - Exclusion from the classroom
   - Saturday School
   - Community Conferencing
   - In-school intervention
   - In-school suspension
   - Out of school suspension
   - Suspension or removal from club or team
   - Request administrative placement to an alternative program
   - Request extended suspension/expulsion
   - Other as deemed appropriate

5. Using the Gang-Related Incident Investigation Form, the Principal or Coordinator of School Security will create a written record of the gang-related incident and the investigation including victim, witness, and offender statements. Discussions with all parties shall be documented as soon as possible after the event. Material records or evidence shall not be discarded while a criminal investigation or prosecution resulting from the incident is ongoing.

VI. Communication

This regulation shall be publicized and/or published in the following locations: Parent/Student Handbook, Students Services website, and the online policy book located at: http://www.boarddocs.com/mabe/ccps/Board.nsf/Public.

This regulation may be shared with students and parents by way of classroom presentations, newsletter summaries, and school websites. In addition, reporting forms shall be made available in the school administrative offices and on the Student Services webpage.

Any student, parent/guardian, or staff member having inquiries regarding the application of this regulation should contact a principal or the Director of Student Services.
1. **PURPOSE**

Carroll County Board of Education Policies, as well as CCPS Administrative Regulations, are designed to support the belief that schools must be a safe place for students, employees, and visitors. Possession or use of a weapon, threats and violent acts committed against any person(s) on Carroll County Board of Education owned property, on school buses, at any school-sponsored event, or that substantially disrupts the orderly operation of a school, will be handled through school discipline and may involve law enforcement. In addition, a threat or violent act against an employee by a student, at any time or place, will be handled through school discipline and may involve law enforcement.

2. **SCOPE**

These regulations provide guidelines for the implementation of the Threats, Violent Acts, and Weapons Prohibited Policy.

This prohibition (of weapons) does not apply to the following:

I. A law enforcement officer in the regular course of the officer’s duty; a law enforcement officer/recruit in the regular course of the recruit’s training; an off-duty law enforcement officer; or

II. An off-duty law enforcement officer or a person who has retired as a law enforcement officer in good standing from a law enforcement agency of the United States, the state, or a local unit in the state who is a parent, guardian, or visitor of a student attending a school located on the public school property, provided that:

   A. The officer or retired officer is displaying the officer's or retired officer's badge or credential;
   B. The weapon carried or possessed by the officer or retired officer is concealed;
   C. The officer or retired officer is authorized to carry a concealed handgun in the state;
   D. A person hired by a county board of education specifically for the purpose of guarding public school property;
   E. A person engaged in organized shooting activity for educational purposes; or
F. A person who, with a written invitation from the school principal, displays or engages in a historical demonstration using a weapon or a replica of a weapon for educational purposes.

3. **RESPONSIBILITIES**

I. It is the responsibility of all members of the school community to promote a safe environment for students, employees, and visitors. This includes immediately reporting safety concerns related to weapons, as well as threats and violent acts, to the school administrator, local law enforcement, and/or tip lines established by local, state, or federal authorities.

II. When made aware of weapons, threats and violent acts, school administrators are responsible for taking the appropriate steps to maintain a safe and orderly environment. This includes school-based triage, consultation with the Supervisor of School Security and Emergency Management, Coordinator of Mental Health & Student Services, School Level Director, and/or Director of Student Services.
III. The School Triage Team will review readily available relevant information and conduct additional interviews as needed to assess the preliminary level of threat risk and to determine next steps for the student(s) posing the threat, the target(s) of the violence/threat, and the impacted school(s). The triage team may make a referral to the school threat assessment team (TAT) for a comprehensive behavioral threat assessment.

IV. The school-based Threat Assessment Team (TAT) conducts behavioral threat assessments on current students, develops and ensures safety plans/tasks are followed, and connects individuals with mental and behavioral health supports.

V. The central office Threat Management Team (TMT) supports school staff in conducting behavioral threat assessments, mitigating threat risks, ensuring safety plans are followed, and connecting individuals with the appropriate mental and behavioral health supports. The TMT conducts behavioral threat assessments, as needed.

VI. The Superintendent/Designee has the responsibility for enforcing the threats, violent acts, firearms and other weapons prohibited regulation by communicating it to all relevant parties and by providing necessary instructions.
4. **DISCIPLINE**

The following are recommended discipline guidelines to be implemented by school administrators:

Variations from these guidelines may occur after consultation with the Director of Student Services or appropriate school level Director.

I. **Students who are under the age of responsibility (7 years of age):**
   The school administrator will determine the appropriate action, however students enrolled in prekindergarten through 2nd grade may only be suspended or expelled under the following circumstances:

   A. Removal from school as required by federal law for possession of a firearm at a school or school sponsored event for a minimum of one calendar year.

   B. The school administrator, in consultation with the Supervisor of Student Services- Behavioral & Mental Health, determines if there is an imminent threat of serious harm to other students or employees that cannot be reduced or eliminated through other interventions or supports. Ultimately, the school administrator will make the final determination regarding any student suspension, which cannot exceed 5 days. The consultation may yield additional recommendations.

II. **For students who are over the age of responsibility (7 years of age and older) in possession of a weapon (other than a firearm or look-alike firearm) not related to a violent act, and that did not substantially disrupt the orderly operation of the school, the school administrator will:**

   A. As appropriate, contact the Supervisor of School Security and Emergency Management and appropriate law enforcement agency.

   B. Discipline as appropriate up to suspension from school for three days.

   C. Assign students to meet with school counselor or school psychologist.

Note: incidents falling under this category shall not be coded as a violent act (cumulative) in the online suspension system.
III. When a school administrator determines that a student over the age of responsibility (7 years of age and older) has made a low risk threat, they will implement progressive disciplinary practices.

IV. For students over the age of responsibility (7 years of age and older) have made a moderate risk threat, the school administrator will:

A. Discipline as appropriate.

B. Refer to School Triage Team. (see section 5. threat management below)

C. The school administrator will consult with the Supervisor of School Security and Emergency Management and/or School Resource Officer to determine the need for law enforcement involvement.

D. The school administrator may contact the Director of Student Services or school level Director to determine the need for a central office response.

E. The school administrator may consult with the Coordinator of Mental Health & Student Services to determine options for behavioral and mental health support within CCPS as well as through local community agencies.
V. For students over the age of responsibility (7 years of age and older) who have made a high or imminent risk threat, committed a violent act, or possessed a weapon/or look-alike weapon, other than a firearm or look-alike firearm, the school administrator will:

A. Determine steps to contain the threat and shall contact the Supervisor of School Security and Emergency Management and/or School Resource Officer.

B. Contact the Director of Student Services or school level Director to determine the need for a central office response.

C. First Offense: Discipline as appropriate up to suspension from school for ten school days with a recommendation for extended suspension.

Any additional offenses: discipline as appropriate up to a recommendation for expulsion.

D. Refer to School Triage Team. (See section 5. threat management below)
VI. Other guidelines:

A. If a student is identified or is suspected to be a student with a disability (through IDEA or section 504 of the Rehabilitation Act), see Suspension and Expulsion of Students with Disabilities. If a student is identified as disabled and brings a firearm onto school property, see exceptions.

B. Student discipline records for violent acts and high/imminent threats are cumulative in nature for a student's entire school career.

C. At the approval of the Director of Student Services, required counseling may be obtained from an outside agency or licensed individual who provides children and family services. Under these circumstances, the family will incur the cost of said counseling/treatment services.

D. Behavioral threat assessment reports shall be maintained in the student’s confidential file. Any suspension, which led to a behavioral threat assessment, shall include a note that a behavioral threat assessment has been completed. Behavioral threat assessment reports are part of the student record and shall be sent upon request from the receiving school.

E. Nonresident students: The Superintendent may deny enrollment to any student who is currently expelled or on extended suspension from another school system for a length of time equal to the suspension or expulsion.
F. The Federal Gun Free Schools Act of 1994 mandates that, effective October 20, 1995, (and 7-304 of Maryland Annotated Code) each local educational agency remove from school for a period of not less than one year any student who is determined to have brought a firearm to school. The Superintendent can make exceptions to the year-long rule. However, special regulations and procedures for students identified under IDEA or section 504 shall be followed. In addition, private school students who participate in CCPS programs or activities are subject to the minimum one-year removal requirement to the extent that such students are provided services or their programs are provided for by the CCPS.

1) Except as provided in (c) below, a student with a disability who is determined to have brought a firearm to school, may be suspended and placed in an interim alternative educational setting in accordance with state law procedures, for not more than the maximum number of days specified in the Federal Individuals with Disabilities Education Act 20 U.S.C. 1415 (e) or the Improving America's Schools Act. (currently the number of days in the actual placement is 45 school days).

2) The interim alternative educational setting shall be decided by the Individual Education Program (IEP) Committee.

3) If a parent/legal guardian of an identified student with disabilities requests a due process hearing, the student shall remain in the alternative educational setting described above during the pendency of any proceedings conducted under this subsection, unless the parents and the local school system agree otherwise.

4) This subsection does not supersede the provision of §14601 of the Federal Elementary and Secondary Education Act if the conduct of the identified student with disabilities is unrelated to the student's disability, except that, in those circumstances, the procedures under state and federal law shall be followed.
VII. For incidents that involve persons other than students, employees or former employees making threats, committing violent acts, or bringing a weapon onto CCPS property, school buses, or to a school sponsored event:

A. The school-based administrator, supervisor, or director responsible for the targeted CCPS property, school bus, or school sponsored event, will determine steps to contain the threat and shall contact the supervisor of School Security and Emergency Management and/or School Resource Officer.

B. Refer to the CCPS Threat Management Team to determine any next steps including supporting the target(s) of the threat and the building(s) affected.

5. **THREAT MANAGEMENT**

The following are threat assessment and management procedures:

A. Contain the threat.

B. Activate the school triage team which will:
   1. Review readily available relevant information, and conduct additional interviews as needed.
   2. The triage team will assign a preliminary level of threat risk of low, moderate, high, or imminent and document their findings within 1 school day.
   3. Moderate threat risks may be referred to the threat assessment team (TAT) for a comprehensive behavioral threat assessment.
   4. High or imminent threat risks shall all be referred to the Threat Assessment Team (TAT) for a comprehensive behavioral threat assessment.
   5. The school based threat assessment team (TAT) should complete the comprehensive behavioral threat assessment within 5 school days of when the threat is brought to the attention of the administrator. It must be completed prior to the student’s return to school.
6. **DEFINITIONS**

Violent Act- includes, but is not limited to, the use or attempted use of physical force against a person with the intent to cause significant injury.

Assault- a physical act that results in harmful or offensive contact with another person without that persons consent or a threat of bodily harm with the present ability to cause the harm.

Weapons- Any device defined in the Criminal Law Article § 4-101, § 4-102, § 4-501 and Public Safety Article § 10-110, including any look-alike weapon or any other object used to inflict serious bodily harm. More specifically: nunchaku, pepper mace, chemical mace, tear gas, star knife (throwing star) dirk knife, bowie knife, switchblade knife, sandclub (leather sap or blackjack), metal knuckles, and razor. this also includes a bomb, grenade, mine, shell, missile, flamethrower, poison gas, molotov cocktail, pipe bomb, petroleum-soaked ammonium nitrate, firecrackers, cherry bombs, black cats, m-80s, crackling balls, smoke bombs, roman candles, bottle rockets, and any firework shot from a mortar tube.

Firearms- for the purposes of these regulations, a firearm is any device, which is designed to or may readily be converted to expel a projectile by the action of an explosive or any other destructive device. This includes, but is not limited to, any pistol or revolver, rifle, shotgun, short-barreled rifle; short-barreled shotgun, or any other firearm, whether loaded or unloaded, including antique firearms and look-alike firearms. Also included are parts of any weapon described above, including the frame, receiver, muffler, and silencer. Any explosives, incendiaries or poisonous gas, such as a bomb, grenade, rocket, missile, etc., are also considered firearms.

Look-alike firearm /other gun- for the purposes of these regulations, a look-alike firearm/other gun shall include any gun other than a firearm, loaded or unloaded, operable or inoperable, including, but not limited to, an object such as a BB gun, starter pistol, or pellet gun, which resembles a firearm.

Threat- an expression of an intent to cause physical harm to someone. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat. Threats may be direct or indirect.
Behavioral Threat Assessment - a structured group process used to identify, assess, and manage the risk of threats of targeted violence posed by an individual or group.

School Triage Team - Includes the school administrator, school-based mental health provider, and law enforcement. This team’s role is to assess the preliminary level of risk, determine the need for a behavioral threat assessment, and implement supports, as appropriate.

Threat Assessment Team (TAT) - Includes an administrator, a school psychologist, representation from law enforcement, and other staff as appropriate. This team conducts behavioral threat assessments on current students, develops and ensures safety plans/tasks are followed, and connects individuals with mental and behavioral health supports.

Threat Management Team (TMT) - A multi-disciplinary central office oversight team charged with supporting school staff in conducting school-based behavioral threat assessments, ensuring safety plans are followed and connecting individuals with the appropriate mental and behavioral health supports they need in order to keep CCPS a safe place for students, employees, and visitors. The TMT will conduct behavioral threat assessments as needed. Team members include appropriate members of the superintendent’s cabinet, law enforcement, and designated student services leadership staff.

Non-affiliated Person - not an employee, student, contractor, family member or friend of a student or staff.
Threat Risk Levels:

**Low Risk Threat** - A person/situation does not appear to pose a threat of serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

**Moderate Risk Threat** - A person/situation does not appear to pose a threat of serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.

**High Risk Threat** - A person/situation appears to pose a threat of serious harm, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.

**Imminent Threat** - A person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); may also exhibit other concerning behavior that requires intervention.

Behavioral Threat Assessment Classifications:

**Transient Threat** - A threat which can be resolved on the scene or in the office, after intervention the threat has been resolved (e.g., fleeting expression of anger, joke/figure of speech thrill of causing a disruption, attention-seeking/boasting).

**Serious Substantive Threat** - A threat to cause serious harm with actual or a perceived ability to carry out the plan.

**Very Serious Substantive Threat** - A threat or act to kill, rape, shoot, or injure with a weapon; includes the ability to carry out the plan; long-term safety planning which includes increased supervision is critical.
1. **PURPOSE**

To establish guidelines to implement the Board Policy for Threats, Violent Acts, and Weapons Prohibited as it pertains specifically to employees.

2. **SCOPE**

This regulation addresses threats, violent acts, and weapons as they relate to current, former, and prospective employees as well as persons who are (or have been) in relationships of any kind with employees.

This prohibition (of weapons) does not apply to the following:

I. A law enforcement officer in the regular course of the officer’s duty; a law enforcement officer/recruit in the regular course of the recruit’s training; or

II. An off-duty law enforcement officer or a person who has retired as a law enforcement officer in good standing from a law enforcement agency of the United States, the state, or a local unit in the state who is a parent, guardian, or visitor of a student attending a school located on the public school property, provided that:

   A. The officer or retired officer is displaying the officer's or retired officer's badge or credential;
   B. The weapon carried or possessed by the officer or retired officer is concealed;
   C. The officer or retired officer is authorized to carry a concealed handgun in the state;
   D. A person hired by a county board of education specifically for the purpose of guarding public school property;
   E. A person engaged in organized shooting activity for educational purposes;
   or
   F. A person who, with a written invitation from the school principal, displays or engages in a historical demonstration using a weapon or a replica of a weapon for educational purposes.
No employee shall be subject to retaliation or retribution of any kind for reporting a suspected incident of workplace violence.

3. **RESPONSIBILITIES**

   I. The Director of Human Resources, in coordination with the School/Site-Based Administrator/Supervisor of the employee, will oversee all personnel-related investigations related to incidents involving threats, violent acts or weapons.

   II. The Supervisor of School Security and Emergency Management will support Human Resources in the investigation of employees and involve law enforcement, as appropriate. The Supervisor of School Security and Emergency Management will also oversee the safety of central office staff conducting investigations by escorting employees accused of violating the threats, violent acts, and weapons prohibited policy to and from meetings with Human Resources.

   III. Employees who are the victims of relationship violence or any another situation outside of work which makes them feel unsafe at the workplace, are expected to notify their School/Site-Based Administrator/Supervisor in order to maintain their safety, as well as the safety of others on CCPS property, school buses, and at school-sponsored events. Employees who have secured a protective or PEACE order that lists the workplace as a protected area are required to notify the Office of School Security and their School/Site-Based Administrator/Supervisor of the order.

   IV. Employees who have knowledge that a co-worker is a victim of relationship violence and/or is involved in a situation that is likely to interfere with maintaining a safe working environment, are expected to notify their School/Site-Based Administrator/Supervisor.
V. The School/Site-Based Administrator/Supervisor is responsible for notifying the Human Resources Department of any situations that involve an employee in violation of this regulation.

VI. The Threat Management Team (TMT) may work with law enforcement to assess the level of risk. As appropriate, the team will develop, implement, and monitor an individualized plan to intervene with, address, and reduce the threat in conjunction with the Human Resources Department.

VII. The Superintendent/Designee has the responsibility for enforcing the workplace-related threats, violent acts, and weapons prohibited regulation by communicating it to all relevant parties and by providing necessary instructions to all employees.

4. PROCEDURE

I. Incidents that involve current or former employees making a threat toward an individual or any other CCPS property, school buses, or school sponsored event:

   A. The employee with knowledge of the situation will contact the School/Site-Based Administrator/Supervisor of the employee and/or law enforcement, as appropriate.

   B. The School/Site-Based Administrator/Supervisor will contact the Director of Human Resources, the Supervisor of School Security and Emergency Management, appropriate school-level Director, and may involve appropriate law enforcement agency to determine steps to contain the threat.

   C. A preliminary level of threat risk will be determined. A referral to the Threat Management Team (TMT) will be made as appropriate.

   D. If applicable, Human Resources will place the employee on administrative leave pending an investigation.

   E. Human Resources will conduct a full investigation and determine the appropriate response.
F. When appropriate, the Human Resources Department will work with the Supervisor of School Security and Emergency Management to develop a workplace safety plan which may include such measures as:

1) Distributing the individual’s name, image, and vehicle information to employees most likely to encounter the individual on CCPS property, school buses, and at school-sponsored events (e.g., front office staff of the school where the employee works, receptionist at central office, administrative assistant in the Human Resources Department). For former employees, creating an alert in the visitor management system, when an individual checks into a building.

2) Human Resources may refer the individual to the Employee Assistance Program (EAP) and/or other community resources.

II. Incidents that involve current or former employees who engage in a violent act or bring a weapon on CCPS property, school buses, or to a school-sponsored event:

A. The employee with knowledge of the situation will call 911 if there is imminent risk to the safety of others. Otherwise, they will contact the School/Site-Based Administrator/Supervisor of the employee.

B. The School/Site-Based Administrator/Supervisor will contact the Director of Human Resources, Supervisor of School Security and Emergency Management, appropriate school-level Director, and may involve appropriate law enforcement agency to determine steps to contain the threat.

C. A preliminary level of threat risk will be determined. A referral to the Threat Management Team (TMT) will be made as appropriate.
D. If applicable, Human Resources will place the employee on administrative leave pending an investigation.

E. Human Resources will conduct a full investigation and determine the appropriate response.

F. When appropriate, the Human Resources Department will work with the Supervisor of School Security and Emergency Management to develop a workplace safety plan which may include such measures as:

1) Distributing the individual’s name, image, and vehicle information to employees most likely to encounter the individual on CCPS property, school buses, and school-sponsored events (e.g., front office staff of the school where the employee works, receptionist at central office, administrative assistant in the Human Resources Department). For former employees, creating an alert in the visitor management system, when an individual checks into a building.

2) Human Resources may refer the employee to the Employee Assistance Program (EAP) and/or other community resources.
III. Incidents that involve relationship violence against an employee or another situation outside of work that impacts the safety of the workplace:

A. The employee or co-worker will promptly report any known information to the School/Site-Based Administrator/Supervisor, including but not limited to:

1) The name of the individual(s) posing a threat to workplace safety;

2) A physical description and/or image of the individual(s) posing a threat to workplace safety;

3) Any protective or PEACE order that lists the workplace as a protected area;

4) As much detail as possible related to the circumstances surrounding the threat (i.e., director indirect threat);

5) If the individual(s) posing a threat owns or has access to firearms or other weapons.

B. The School/Site-Based Administrator/Supervisor will inform the Director of Human Resources, Supervisor of School Security and Emergency Management, and appropriate school level-Director of the situation, and law enforcement, as appropriate.

C. A preliminary level of threat risk will be determined. A referral to the Threat Management Team (TMT) will be made as appropriate.
D. As appropriate, the Director Human Resources will work with the Supervisor of School Security and Emergency Management to develop a workplace safety plan, which may include such measures as:

I. Distributing the name, image, and vehicle information to employees most likely to encounter the individual on CCPS property (e.g., front office staff of the school where the employee works, receptionist at central office), and creating an alert in the visitor management system when an individual checks into a building.

II. Referral of the employee to the employee assistance program (EAP) and other community resources, as appropriate.

III. If necessary, human resources will review leave options with the employee.

5. **DEFINITIONS**

**Violent Act** - includes, but is not limited to, the use or attempted use of physical force against a person with the intent to cause significant injury.

**Weapons** - Any device defined in the Criminal Law Article § 4-101, § 4-102, § 4-501 and Public Safety Article § 10-110, including any look-alike weapon or any other object used to inflict serious bodily harm. More specifically: nunchaku, pepper mace, chemical mace, tear gas, star knife (throwing star) dirk knife, bowie knife, switchblade knife, sand club (leather sap or blackjack), metal knuckles, and razor. This also includes a bomb, grenade, mine, shell, missile, flamethrower, poison gas, molotov cocktail, pipe bomb, petroleum-soaked ammonium nitrate, firecrackers, cherry bombs, black cats, m-80s, crackling balls, smoke bombs, roman candles, bottle rockets, and any firework shot from a mortar tube.
Firearms - for the purposes to or may readily be converted to expel a projectile by the action of an explosive or any other destructive device. This includes, but is not limited to, any pistol or revolver, rifle, shotgun, short-barreled rifle, short-barreled shotgun, or any other firearm, whether loaded or unloaded, including antique firearms and look-alike firearms. Also included are parts of any weapon described above, including the frame, receiver, muffler and silencer. Any explosives, incendiaries or poisonous gas, such as a bomb, grenade, rocket, missile, etc., are also considered firearms.

Threat- an expression of an intent to cause physical harm to someone. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat or observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat. Threats may be direct or indirect.

Behavioral Threat Assessment- a structured group process used to identify, assess, and manage the risk of threats of targeted violence posed by an individual or group.

Threat Management Team (TMT)- A multi-disciplinary central office oversight team charged with supporting school staff in conducting school-based behavioral threat assessments, ensuring safety plans are followed and connecting individuals with the appropriate mental and behavioral health supports they need in order to keep CCPS a safe place for students, employees, and visitors. The TMT will conduct behavioral threat assessments as needed. Team members include appropriate members of the superintendent’s cabinet, law enforcement, and designated student services leadership staff.

Non-Affiliated Person- not an employee, student, contractor, family member or friend of a student or staff.
THREAT RISK LEVELS:

Low Risk Threat- a person/situation does not appear to pose a threat of serious harm to self/others, and any exhibited issues/concerns can be resolved easily.

Moderate Risk Threat- a person/situation does not appear to pose a threat of serious harm to self/others, at this time; but exhibits behaviors that indicate a continuing intent and potential for future violence or serious harm to self/others; and/or exhibits other concerning behavior that requires intervention.

High Risk Threat- a person/situation appears to pose a threat of serious harm, exhibiting behaviors that indicate both a continuing intent to harm and efforts to acquire the capacity to carry out the plan; and may also exhibit other concerning behavior that requires intervention.

Imminent Threat- a person/situation appears to pose a clear and immediate threat of serious violence toward others that requires containment and action to protect identified or identifiable target(s); may also exhibit other concerning behavior that requires intervention.

BEHAVIORAL THREAT ASSESSMENT CLASSIFICATIONS:

Transient Threat- A threat which can be resolved on the scene or in the office, after intervention the threat has been resolved (e.g., fleeting expression of anger, joke/figure of speech thrill of causing a disruption, attention-seeking/boasting).

Serious Substantive Threat- A threat to cause serious harm with actual or a perceived ability to carry out the plan.

Very Serious Substantive Threat- A threat or act to kill, rape, shoot, or injure with a weapon; includes the ability to carry out the plan; long-term safety planning which includes increased supervision is critical.
SEVERE BEHAVIOR PROBLEMS
OVERT ACTS DEMANDING ACTION

I. Types of severe behaviors include but are not limited to:

A. Threats by one student to the safety and welfare of another (Public School Law 26-101)
B. Injury inflicted on one student by another
C. Fights resulting in injury, disturbing others, or interrupting the normal operations of the school (Policy ADD)
D. Vile or abusive language toward teachers or other members of the staff
E. Wanton destruction of school property or private property (Public School Law 26-102)
F. Molesting or fondling of one student by another (Public School Law 26-101)
G. Extortion or theft of any kind
H. Assault or battery by students directed toward teachers, staff members, visitors or volunteers (Policy ADD)
I. Continuous disruption of the orderly educational process by a student, or students, at any given school (Public School Law 26-101)
J. Insubordination
K. Possession of weapons (Article 27, Section 36 A. and B.) or look-alike weapons (Policies JFCJ and ADD)
L. Use or possession of alcoholic beverages, narcotics, dangerous drugs and/or paraphernalia (see Substance Abuse Policy)

II. Procedure to be followed for school behaviors

A. Specific incidents shall be cited and documented (completed description of the incident, location, date, time, and people involved) with names and addresses of complainants, witnesses, and accused.
B. Parents/Legal Guardians of students involved shall be contacted by the school and requested to come to the school where a full explanation of the incident is given by the Principal or the administrator in charge. The parents/legal guardians shall be informed of the steps which the school plan to pursue. *

* Incidents regarding certain violations, including alcohol/drugs and weapons, have specific regulations that shall be followed. Such regulations are found elsewhere in this manual.

Where attempts to reach the parents/legal guardians by the end of the day have been unsuccessful, Student Services shall be requested by the principal to contact the parents/legal guardians as soon as possible to arrange a conference at the school. If this conference is unsuccessful in resolving the problem, or if the parents/legal guardians are uncooperative in the arrangement of such conference, the student may be suspended pending further action by the school authorities. If the student’s physical presence within the school, after committing such an act, represents a threat to the health and/or safety of others in the judgment of the principal, the student should immediately
be removed from the school by the parents/legal guardians, Pupil Personnel Worker or police. If no responsible adult is available at the student’s home, other arrangements will be made by the Pupil Personnel Worker. The student should be required to remain at home until such arrangements are completed for resolving the situation.

C. Once the procedures outlined in A. and B. above have been taken, a full written report shall be given to Student Services within forty-eight (48) hours.

D. In cases where the delay in investigative procedures takes longer than 10 school days, it shall be the responsibility of the principal, in consultation with Student Services, to take further action. Such action maybe to recommend the:

1. extension of the suspension, if the student was suspended, until the case is resolved.

2. withdrawal of the student for the remainder of the year.

3. expulsion of the student.

E. Involving the police when students fight in school or on school property

When there is an instance of severe fighting, the appropriate police department should be called. In almost all instances, the police will not arrive in time to witness the fight. Therefore, they cannot arrest the student(s). Thus, it becomes necessary for the school administrator to complete a Juvenile Complaint Form. Student(s) should be charged with “affray,” “assault,” “battery” or “disturbing the peace”.

(“Affray” is defined as: “Fights resulting in injury, disturbing others, or interrupting the normal operations of the school. This includes the fighting of two or more persons to the disturbance of others, i.e., where two or more persons voluntarily or by agreement engage in any fight, or use any blows or violence toward each other in an angry or quarrelsome manner.”)
STUDENT UNREST

I. In the case of student unrest, the following guidelines are provided for your consideration. In viewing these guidelines, several points should be recognized:

A. Any policy developed should have as its primary goal to return the school to a normal situation as quickly as possible. Over reaction to the situation may change a minor incident into a major disturbance. The cause for any demonstration should be ascertained and preventive measures established.

II. The following procedures are recommended for dealing with any student disturbances that have reached such proportions that they cannot be handled through normal disciplinary procedures. As these recommendations are examined, more expedient methods may be more applicable in certain situations. Administrators and faculties are encouraged to improve upon the guide mentioned below.

A. Student involvement only

1. The superintendent of schools and appropriate director should be notified immediately of the disturbance.
   a. Type
   b. Severity

2. When appropriate, the principal will notify faculty/staff, by some prearranged procedure designed not to disturb unaffected students. It will be the responsibility of the teachers to keep all students in the classroom; prepare a list of the names of students in the room and await further instructions. Students are not to congregate in any teacher's room when they are not assigned and should be told to go, or escorted, directly to their assigned area. It may be advisable that teachers be directed to lock doors to keep dissidents out of the classroom. A liaison should be established to keep the teachers aware of the situation. It may not be appropriate to use the intercom in this instance. Principals may want to turn off the bells so students will remain in their present rooms until the unrest is under control.

3. The principal will indicate to the students involved in a disturbance that there are acceptable channels for voicing their grievances and that they will be given (a reasonable amount of) minutes to return to their classes or other assigned areas. If appropriate, a student or students, may be selected by the administration to further discuss the students' grievances while others return to their assigned classes/locations.

4. After the time mentioned in 3, if the students have not returned to their assigned areas, teachers will be assigned to take down names of all students who have not complied.

5. If time permits, every effort will be made to contact the parents/legal guardians of the students involved in the disturbance. Parents/Legal Guardians will be given a reasonable time to confer with their children in an effort to dissolve them
from their activities. Parents/LegalGuardians should be made aware of the offense and possible consequences.

6. Students who return to classes at this time will be dealt with according to the severityof their involvement.

7. Students who leave the building at this time will be considered unlawfully absent. Parents/Legal Guardians will be notified of this truancy and appropriate consequences will result.

8. The principal will once again ask the students to return to their assigned areas. Students who refuse to comply at this time will be suspended and the police will be notified to remove those involved in the disturbance. Those students who must be removed by the police will be subject to possible expulsion by the Board of Education.

9. In the event of physical violence involving the safety of any student or professional, Step 8. will be instituted immediately. Obtain names of students observed involved in violence, vandalism, property damage, and verbal or physical assault. Make written note of time, place, and nature of involvement. This information should be gathered by any professional observing and the data given to the administrator in charge. This information may become useful if an expulsion is warranted and can also be made available for possible court action.

10. A written report should be submitted to the superintendent and the appropriate director immediately following the incident.

B. Non-student involvement - In the event of non-students being involved in disturbances in school, the following course of action is recommended:

1. The school employee who observes a potentially disruptive individual or group should make employee status known and request information and reasons for presence in the building. This right is established by The Public School Laws of Maryland, Section 26-102.

2. If it is determined that the individual has no legitimate business in the building, the person should be asked to leave by the authorized individual or employee.

3. If the non-students agree to leave the building, the employee should accompany them from the school property. (A record should be kept containing names, places, times, and actual disturbances if at all possible.)

4. If the non-students refuse to leave the building, the authorized professional should notify the intruders that they are in violation of The Public School Laws of Maryland, Section 26-102 subject to arrest. If the professional involved at this point is not the school administrator, the school administrator should be notified.

5. When appropriate, the principal will notify faculty/staff, by some prearranged procedure designed not to disturb unaffected students. It will be the responsibility of the teachers to keep all students in the classroom; prepare a list of the names of students in the room and await further instructions. Students are not to congregate in any teacher's room when they are not assigned and should be told to go, or escorted, directly to their assigned area. It may be advisable that teachers be directed to lock doors to keep dissidents out of the classroom. A liaison should be established to keep the teachers aware of the situation. It may not be appropriate to use the intercom in this instance. Principals may want to
6. At this point, the school administrator should call the police. A professional should remain with the non-students until the police arrive. Those responsible for the disturbance should then be removed by the police and are subject to prosecution.

7. In the event of physical violence involving the safety of any student or professional, step 6 will be instituted immediately. Obtain names of non-students observed involved in violence, vandalism, property damage, and verbal or physical assault. Make written note of time, place, and nature of involvement. This information should be gathered by any professional observing and the data given to the administrator in charge. This information may become useful if an arrest is made and can also be made available for possible court action.

8. A written report should be submitted to the superintendent and the appropriate director immediately following the incident.
Administrative Regulation

1. Purpose

Board of Education of Carroll County policy, as well as administrative and disciplinary regulations are designed to support the concept that substance abuse is both a health care problem and an illegal act. Violations of alcohol/drug laws will be handled as school disciplinary infractions, as well as illegal actions. Parents and students are advised that appropriate law enforcement agencies may be contacted by school system officials upon the discovery of any alcohol/drug use, possession, or distribution in school, on any school property or during any school-sponsored function.

2. Scope

Guidelines

1. These regulations refer to infractions committed on school property, at school sponsored or related functions, and school sponsored travel.

2. When an educator comes into possession of suspected drugs or suspicious substances, the administrator shall notify the Supervisor of School Security Programs and contact appropriate law enforcement agencies as outlined below in these regulations. The item(s) should immediately be placed in an envelope or other container and labeled with the date, time, and circumstances. The item(s) should not be touched or tasted and shall be kept under lock and key by the administrator.

3. Violations of these regulations affect student eligibility for participation in extracurricular activities as described in “High School Eligibility – Extracurricular Activities.”

4. Any students under extended suspension or expulsion from another school system for violations of comparable regulations who are seeking enrollment in Carroll County Public Schools should be referred to the appropriate pupil personnel worker to determine eligibility for enrollment.

5. Additional information regarding laws and guidelines for dealing with substance abuse, substance users, and other related information is included in the Student Welfare section of the student services manual.
3. Prerequisites

Definitions

Alcohol/Drugs: Any controlled dangerous substance, drug paraphernalia, controlled paraphernalia, look-alike drugs, alcohol, over-the-counter drugs/medications, inhalants, prescription drugs, or any man made or natural occurring substance used for the purpose of altering behaviors, mood, or for changing the brain or nervous system.

Controlled Paraphernalia: Includes hypodermic syringes, needles, or other instruments used to administer controlled substances, as well as gelatin capsules, glassine envelopes, and other packaging of equipment intended to be used in the distribution of controlled substances.

Cumulative Suspension: Suspension offenses coded as 201 (Alcohol), 202 (Inhalants), and 203 (Drugs) carry over from one year to the next, and accumulate for a student’s entire school career.

Distribution: Participating in the transfer, or attempted transfer, of alcohol or drugs, as defined in this section, to another person with or without the exchange of money or other valuables or possessing a quantity of such a substance for use by others as determined by the State’s Attorney after investigation by the local or Maryland State Police.

Drug Paraphernalia: Includes all equipment, products, and materials of any kind which are used, intended for use, or designed for use, in planting, propagating, cultivating, growing, harvesting, manufacturing, compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, concealing, injecting, ingesting, inhaling, or otherwise introducing into the human body a controlled dangerous substance.
Inhalant: Any odor, gas, particle, fume or vapor deliberately inhaled for the purpose of altering behavior, mood, or changing the brain or nervous system.

Permissible Medical Cannabis: A medical cannabis product authorized under COMAR 10.62.01.01, including a medical cannabis product in the form of an oil, a wax, an ointment, a salve, a tincture, a capsule, a suppository, a dermal patch, or edible cannabis product. Does not include any form of medical cannabis product that is administered by smoking or vaping.

Possession: Having alcohol, drugs, or paraphernalia on one’s personal property, or having such substance under one’s control.

Constructive Possession: Failing to remove oneself as quickly and safely as possible from a person, area, or situation where alcohol/drugs are illegally possessed.

4. **Procedure**

Health issues should be addressed immediately if a student is suspected of drug-induced unconsciousness or illness. Examples include loss of consciousness, severe intoxication, inability to communicate coherently or threat of suicide.

Recommended Discipline Guidelines

Variations from these guidelines may occur after consultation with the Director of Student Services or the appropriate School Director.

A. Possession/Use (or demonstrating effects of use) of a Student’s Own Prescription, permissible medical cannabis, and/or Over-the-Counter Drugs/Medication (unless authorized to carry by a health care provider and school administrator) and Distribution of Over-the-Counter Drugs/Medication within Proper Dosage. Students may not self-administer or possess medical cannabis in any form.

1. Students under the age of responsibility (7 years old) who have not sought school authorization: The principal will determine appropriate action, taking into consideration the severity of the offense.
2. Students over the age of responsibility (7 years old) who have not sought school authorization:

   a. First Offense – The principal will determine appropriate action depending on the severity of the offense. Examples include:

      1) Parent Conference
      2) In School Suspension
      3) Out of School Suspension: Disruption (Code 704), non-cumulative offense
      4) Out of School Suspension: Drugs (Code 203), cumulative offense

   b. Second and Subsequent Offenses

      Disciplinary action taken for the first offense shall inform the action to be taken for second and subsequent offenses.

      1) If a cumulative drug suspension was assigned for the first offense, then the second and third offense regulations for students who use alcohol/drugs or inhalants (listed in the next section) may be followed respectively.
      2) If a non-cumulative suspension or lesser consequence was assigned for the first offense, then the principal will determine appropriate action for second and subsequent offenses, taking into consideration the severity of the offense. The principal may either:

         a) Apply consequences as listed under “first offense” in this section
         b) Apply first, second, or third offense regulations respectively for students who use alcohol/drugs or inhalants (listed in the next section).

B. Students who use (or demonstrate effects of use) Alcohol/Drugs or Inhalants and Students who Manufacture or Possess Alcohol/Drugs, Inhalants, Drug Paraphernalia or Controlled Paraphernalia (including prescription drugs, permissible medical cannabis, or over-the-counter drugs/medication if not covered by previous section).

   1. Students under the age of responsibility (7 years old): The principal will determine appropriate action depending on the severity of the offense.
2. Students over the age of responsibility (7 years old): The following actions shall be taken:

First Offense:

a. Report the incident to the supervisor of school security.

b. For violations involving the possession/presence of drugs, contact appropriate law enforcement for evidence handling and consideration of criminal charges (discretion may only be applied for violations limited to alcohol).

c. Mandatory referral for substance abuse screening

1) Referrals handled by an agency in collaboration with the Carroll County Health Department or other provider with approval of the Director of Student Services
2) Verification that the initial interview has occurred with the referral agency should occur prior to readmission to school
3) As determined by the screening results, successful completion or continued participation in an educational program or substance abuse treatment is encouraged.

d. Discipline as appropriate up to out of school suspension from school for up to five (5) days
Use Cumulative Suspension Code 201 (Alcohol), 202 (Inhalants) or 203 (Drugs)

Second Offense:


b. For violations involving the possession/presence of drugs, contact appropriate law enforcement for evidence handling and consideration of criminal charges (discretion may only be applied for violations limited to alcohol).
c. Mandatory referral for substance abuse screening

1) Referrals handled by an agency in collaboration with the Carroll County Health Department or other provider with approval of the Director of Student Services
2) Verification that the initial interview has occurred with the referral agency should occur prior to readmission to school
3) As determined by the screening results, successful completion or continued participation in an educational program or substance abuse treatment is encouraged.

d. Discipline as appropriate up to out of school suspension from school for up to ten (10) days and recommendation to the Superintendent for an extended suspension from the assigned school. Use Cumulative Suspension Code 201 (Alcohol), 202 (Inhalants) or 203 (Drugs)

Third Offense:


b. For violations involving the possession/presence of drugs, contact appropriate law enforcement for evidence handling and consideration of criminal charges (discretion may only be applied for violations limited to alcohol).

c. Mandatory referral for substance abuse screening.

1) Referrals handled by an agency in collaboration with the Carroll County Health Department or other provider with approval of the Director of Student Services
2) Verification that the initial interview has occurred with the referral agency should occur prior to readmission to school.

3.) As determined by the screening results, successful completion or continued participation in an educational program or substance abuse treatment is encouraged.

d. Discipline as appropriate up to Suspension from school for ten (10) days and recommendation to the Superintendent for expulsion from school.

C. Students who Attempt to Distribute or Distribute Alcohol/Drugs (including, Over-the-Counter Drugs/Medication in Excess of the Recommended Dosage and Any Amount of Prescription Drugs or permissible medical cannabis) and Students who Attempt to Distribute or Distribute Drug Paraphernalia, Controlled Paraphernalia, or Inhalants

1. Students under the age of responsibility (7 years old): The principal will determine appropriate action depending upon the severity of the offense.

2. Students over the age of responsibility (7 years old): For all offenses, the following actions shall be taken:

First Offense:


b. For violations involving the possession/presence of drugs contact appropriate law enforcement for evidence handling and consideration of criminal charges (discretion may only be applied for violations limited to alcohol).

c. Mandatory referral for substance abuse screening
   1) Referrals handled by an agency in collaboration with the Carroll County Health Department or other provider with approval of the Director of Student Services
   2) Verification that the initial interview has occurred with the referral agency should occur prior to readmission to school
   3) As determined by the screening results, successful completion or continued participation in an educational program or substance abuse treatment is encouraged.
d. Discipline as appropriate up to out of school suspension from school for up to ten (10) days and recommendation to the superintendent for an extended suspension from the assigned school. Use Cumulative Suspension Code 201 (Alcohol), 202 (Inhalants) or 203 (Drugs)

Second Offense:


b. For violations involving the possession/presence of drugs contact appropriate law enforcement for evidence handling and consideration of criminal charges (discretion may only be applied for violations limited to alcohol).

c. Mandatory referral for substance abuse screening.

1) Referrals handled by an agency in collaboration with the Carroll County Health Department or other provider with approval of the Director of Student Services
2) Verification that the initial interview has occurred with the referral agency should occur prior to readmission to school
3) As determined by the screening results, successful completion or continued participation in an educational program or substance abuse treatment is encouraged.

d. Discipline as appropriate up to suspension from school for ten (10) days and recommendation to the Superintendent for expulsion from school.

D. Students who solicit the purchase or transfer of alcohol/drugs, permissible medical cannabis, inhalants, or paraphernalia

1. Contact Supervisor of School Security

2. Discipline as appropriate up to Non-Cumulative Suspension from school for three (3) days (suspension code 704 disruption
3. Refer to the Student Services Team or offer referral for optional substance abuse screening.

E. Students who Possess and/or Use Tobacco on School Premises (See Possession and/or)

F. Use of Tobacco on School Premises (Policy JFCG)

5. **Expiration/Review**

   June 30, 2024

6. **Effective Date**

   December 8, 2021
Administrative Regulation

1. **Purpose**

   The State Board of Education requires each local school system to maintain a tobacco-free school environment and states the sale or use of tobacco in any form is prohibited in school buildings at all times. In addition, the sale or use of tobacco in any form is prohibited on school grounds during the official school day. (COMAR 13A.02.04.03).*

   The Board of Education of Carroll recognizes the use of tobacco, products containing nicotine, and nicotine replacement products as a serious threat to health. In an effort to continue improving the total educational environment, the Board of Education approved Policy JFCG.

   Policy JFCG states: The possession or use of tobacco, products containing nicotine, and nicotine replacement products by students on school premises or at school functions is prohibited.

   COMAR 13A.08.01.08B states: Students are prohibited from using tobacco in any form on the school premises. (Maryland Law (Art. 27, 405A) prohibits use and possession of tobacco products by minors. A violation of this prohibition is a civil offense).

2. **Procedure**

   The focus of the Board policy, as well as instructional strategies and disciplinary regulations, will continue to be that tobacco/nicotine use is a serious threat to health and that Carroll County Public Schools will seek to discourage tobacco/nicotine use by students.

   Educational programs and activities to inform students of the health threat posed by tobacco/nicotine use will include sources of clinical and counseling assistance within the community regarding cessation of tobacco/nicotine use.
Violations involving tobacco or products containing nicotine and nicotine replacement products by students will be handled as school disciplinary infractions as well as student health concerns. The following guidelines are recommended for secondary school administrators:

I. First Offense
   - Confiscation of the item.
   - Assign the student to the first Tobacco Education Group (TEG) program (TEG1).
   - Failure to complete the TEG program assignment may result in a 3-day suspension for disrespect.

II. Second Offense (within a school year)
   - Confiscation of the item.
   - Assign the student to the TEG 2 program OR TEG 1 (if not completed on the first offense).
   - Failure to complete the TEG program assignment may result in a 3-day suspension for disrespect.
   - File a letter of complaint with the Department of Juvenile Services

III. Third Offense (within a school year)
   - Confiscation of the item.
   - Assign the student to the TEG 1 or the TEG 2 program (if not completed on previous offenses) and a 3-day suspension for tobacco violation.
   - Failure to complete the TEG program assignment may result in a 2-day suspension for disrespect.
   - If the student has already completed the TEG 1 and TEG 2 programs, a 5-day suspension may be assigned with a parent conference.
   - Notify the Pupil Personnel Worker
   - Contact the police to request a citation be issued (should the police elect not to issue the citation, the school administrator may file a complaint regarding the student with the Department of Juvenile Services).
IV. Fourth Offense (within a school year)
   • Confiscation of the item.
   • Assign the student a 10-day suspension and make a recommendation to the Superintendent of Schools for an extended suspension from that school.
   • Contact the police to request a citation be issued (should the police elect not to issue the citation, the school administrator may file a complaint regarding the student with the Department of Juvenile Services).

Violations involving e-cigarettes/vaping devices may be handled as incidences of disrespector disruption in addition to or in place of the guidelines above. Depending on the circumstances, the student may be assigned to Saturday School for Reasonable Choices and/or suspended from school. If there is reason to believe the device contains a drug other than nicotine, law enforcement shall be contacted. This may result in discipline as outlined in the Administrative Regulations to the Board of Education Policy JPA: Substance Abuse.

3. Delegation of Authority

The Superintendent/Designee has the responsibility for enforcing this policy by communicating it to all relevant parties and by providing necessary instructions and/or administrative regulations (if appropriate), to all staff members.
TRESPASS LAW
Section 26-102 of the Public School Lawsof Maryland

Trespass on the grounds of a public institution of elementary, secondary, or higher education

I. Denial of access to school grounds

   A. The governing board, president, superintendent, or principal, of any public institution of elementary, secondary, or higher education, or a person designated in writing by the board or any of these persons, may deny access to the buildings or grounds of the institution to any person:

      1. Is not a bona fide, currently registered student, or staff or faculty member at the institution, and who does not have lawful business to pursue at the institution; or
      2. Is a bona fide, currently registered student at the institution and has been suspended or expelled from the institution, for the duration of the suspension or expulsion; or
      3. Acts in a manner that disrupts or disturbs the normal educational functions of the institution.

   B. Staff may demand identification

   C. Administrative personnel and authorized employees of any public institution of elementary, secondary, or higher education may demand identification and evidence of qualification from any person who desires to use or enter the premises of the institution.

   D. Agreement with law enforcement agencies

   E. The governing board of any public institution of elementary, secondary, or higher education may enter into an agreement with appropriate law enforcement agencies to carry out the responsibilities of this section when:

      1. The institution is closed; or
      2. None of the persons designated in subsection A. of this section are present in the buildings or on the grounds of the institution.

   F. Penalty

   G. A person is guilty of a misdemeanor and on conviction is subject to a fine not exceeding $1000, imprisonment not exceeding 6 months, or both if he/she:

      1. Trespasses on the grounds of any public institution of elementary, secondary, or higher education;
      2. Fails or refuses to leave the grounds of any of these institutions after being requested to do so by an authorized employee of the institution;
      3. Willfully damages or defaces any building, furnishing, statue, monument, memorial, tree, shrub, grass, or flower on the grounds of any of these institutions.
H. Implementation

1. The acting principal should ask the offender to leave, advising the individual that under Maryland Law (quoting the applicable section if appropriate), the person is trespassing. If the offender refuses to leave, the police should be called by the administrator.

2. A follow-up letter may be sent to the offender. A sample follows:

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Sample Trespassing Letter
(Use school letterhead and send registered mail with return receipt.)

Date

Name of Violator of Trespass Law
Street Address
City, State Zip

Dear

I have received information that you were on (name of school) property on (specific date or dates). Since you are no longer a student at (name of school), you are hereby notified that you are not to return to the premises. (The previous sentences should be altered to reflect the specific nature of the trespass event.)

Should you return to (name of school), you will be in violation of the Annotated Code of Maryland, Section 26-102, and maybe deemed guilty of the misdemeanor, subject to fines and/or imprisonment.

Should you have official business on (name of school) property, it will be necessary for you to call ahead for an appointment through my office. Otherwise, you shall not return to our school grounds or premises for any reason.

Your truly

Name of Principal
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8/95
Request to Superintendent for Transfer to Alternative Education Program

Program Requested:  
- [ ] Crossroads (Middle)  
- [ ] Gateway (High)  
- [ ] Student Support Center  
- [ ] DLL: AM / Afternoon / Evening (circle one)  
- [ ] PRIDE (Elem)

Student Name:  
ID#:  
Grade:  
Current Address:  
Birth Date:  

Lives with:  
PPW:  

Work Phone: ( )  
Home/Mobile Phone:  

Other Parent Info:  
Other Phone:  
Counselor:  

Special Education services?  
- [X] Yes* (Hour of service)  
- [ ] No

Does the student have an FBA/BIP?  
- [ ] Yes  
- [ ] No  
504 services?  
- [X] Yes*  
- [ ] No

I am requesting an administrative transfer to the appropriate Alternative Education Program (AEP) as a result of my child’s difficulty in maintaining success in school. I understand that my child’s enrollment in an AEP will continue until the end of the 1st / 2nd Semester (circle one) of the ____________________________ school year. He/she will return to his/her home school at that time, unless approved for a voluntary extension of enrollment in the AEP. I also understand that my child may not participate in extra-curricular activities, but may attend public events at his/her home school.

CCPS does not provide transportation to the Student Support Center or DLL

Signature: ___________________________  
Date: ____________  
Parent/Legal Guardian

- [ ] Substance Abuse Screening Required
- [ ] Approved
- [ ] Substance Abuse Assessment Required
- [ ] Denied
- [ ] Violence Assessment Required
Reason:
When approved, the Principal shall submit an Alternative Program Referral form and provide supporting
EXTENDED SUSPENSION – CHECKLIST

STUDENT NAME: ________________________________   GRADE: __________

HOMESCHOOL: ________________________________

HOMESCHOOL TO PROVIDE:

1. Letter to Superintendent

2. Letter to Parents

3. Original Notice of Suspension, Copies of previous suspension requests (if applicable)

4. Written Description of Incident / Supporting Documents

5. Copy of IEP/504 Manifestation Worksheet (if applicable)

6. Copy of IEP/504 Plan (if applicable)

7. Functional Behavioral Assessment (if applicable)

8. Behavior Intervention Plan (if applicable)

9. Behavior Contract (if applicable)

10. Attendance Contract (if applicable)

11. Other Significant Information

STUDENT SERVICES TO PROVIDE:

1. Behavior Report Summary

2. Attendance Report

3. Report Card (most recent)

4. Electronic Transcript (High School Credits) from Web Portal

5. Test Information from Web Portal

6. Course History Summary from e-School Plus

7. Schedule of Classes for the Year

8. Student Summary Info. (e-School Plus)

9. Published Classwork
ALTERNATIVE PROGRAM REFERRAL

Program Requested:

Crossroads Gateway Student Support Center Career Research/Development

Voluntary Placement Extended Suspension Administrative Placement

1st available

Student Name: ID#: Grade:

Current Address: Birth Date:

PPW: Lives with: Primary Phone#:

Home School: Counselor:

Special Education Services? Yes* (Hour of service) No

Does the student have an FBA/BIP? Yes No 504 services? Yes No

Concurrent Enrollment at Home School? Yes No Service Learning Hours Earned: ______

Attending or will attend CCCTC this school year: Yes No

<table>
<thead>
<tr>
<th>HSA</th>
<th>PARCC/MC</th>
<th>P</th>
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<tbody>
<tr>
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<td>Biology - 400</td>
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<td>English - 396</td>
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<td>Government - 394</td>
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<td>(Class of 2017 &amp; later)</td>
<td></td>
<td></td>
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Attach all tests scores

College and Career Readiness (CCR)

English Test Used Score Math Test Used Score

Does the student have 4 credits beyond Grade 11: Yes No N/A

Requested Courses:

Exit Criteria:
Describe student concerns and the interventions that have been tried during the past 2 school years.
SCAN/EMAIL Application and supporting documentation to: Gateway Registrar or FSS School Counselor

Revised 11/16/17
CCPS/Community Conferencing Referral Form

Return completed form to delmasw@gmail.com

Date of INCIDENT: _____________________________ Date of REFERRAL: _____________________________

Name of Person Making Referral: ____________________________________________

School/Dept: _______________________________________________________________

Phone: ___________________________ Type ___________________________ Place of Incident/Harm: _____________________________

Name of Student: ____________________________________________

Student’s Date of Birth: ____________________________ Sex: ____________________________ Race: ____________________________

Name of Parent/Guardian: ____________________________________________

Address: ________________________________________________________________

Phone# (Work): __________________________________________________________

(Home): _________________________________________________________________

(Cell): _________________________________________________________________

Name of Victim #1: ____________________________ Name of Victim #2 ____________________________

DOB: ____________________________ Sex: ____________________________ Race: ____________________________

DOB: ____________________________ Sex: ____________________________ Race: ____________________________

Address: ________________________________________________________________

Parent/Guardian: __________________________________________________________

Phone# (Work): __________________________________________________________

(Home): _________________________________________________________________

(Cell): _________________________________________________________________

* For any additional names, please include additional sheets.

I have included the Incident/Discipline Referral.
III. GRADING AND GRADUATION
Administrative Regulation

1. **Purpose**

The following regulations have been established to ensure consistent grading and homework practices in all Carroll County Public Schools, as well as to ensure effective communication among educators, students, and parents regarding student learning and achievement.

2. **Procedures**

**GRADING**

**POLICY**

Report card grades shall be as pure a measure as possible of student achievement in mastering content standards and course outcomes.

**PURPOSES OF GRADES**

A. Communicate a measure of student achievement of content standards and course outcomes.

B. Provide feedback and guidance regarding student learning.

**GRADING GUIDELINES**

A. There shall be four marking periods during each school year. Report cards are issued at the end of each marking period.

B. Grades reported on report cards shall be derived from work that measures student learning of the knowledge, skills, and competency profiles outlined in the course curriculum.

C. When calculating student grades, more weight shall be given to summative
assignments (assignments designed to evaluate student learning) than to formative
assignments (assignments designed to provide practice and guide next-step instruction). Curriculum supervisors shall provide target formative and summative
weights for each course at the middle and high school levels. Principals shall ensure that there is consistency in weighting among grade-level teams at the elementary level.

D. All courses offered for high school credit shall administer a final assessment. The final assessment shall be comprehensive and measure student learning of the content standards and outcomes presented during the course. The final assessment grade shall be reported to parents and carry a weight of 10% of the final grade.

E. Teachers are encouraged to provide second-chance learning opportunities (including reteaching, extra practice, and the opportunity to demonstrate learning on another assessment) for all students, regardless of their achievement level.

F. Extra credit shall be given judiciously. If awarded, it shall be awarded only as an extension of student learning of course outcomes and not as a substitute for missed learning or as a way to accumulate points for activities not related to course outcomes.

G. Teachers shall not assign group grades. Teachers shall assess the work and contributions of each individual student when grading collaborative assignments.

H. Attendance, effort, volunteering in class, lateness to class, and other student compliance behaviors or disciplinary action shall not be considered when calculating student grades, unless those behaviors are specifically outlined in a student’s Individualized Education Program (IEP) or are part of the essential course outcomes stated in approved Carroll County Public Schools curriculum guides or competency profiles of Career and Technology Education programs. Student behaviors shall be reflected in the comments that teachers make on the report card, communicated to parents via phone calls, conferences, or written communications, or handled through the school’s discipline procedures.

I. Teachers shall return students’ assessed work in a timely manner in order to facilitate next-step learning.

J. At the beginning of each course, teachers shall communicate to students and parents an overview of the course, teacher expectations, and the procedures and criteria for
determining grades.

K. Teachers shall assist students in understanding the grading process and in using assessment data, grades, and feedback to improve their levels of achievement and performance.

COMMUNICATING STUDENT ACHIEVEMENT

GRADES K-2
A. Students in grades K-2 shall receive a report card at the end of each marking period. Interim reports are issued at the mid-way point of each marking period.

B. In grades K-2, letter grades are not used. Instead, the following notations to achievement and performance will be used:

   - Outstanding
   - Satisfactory
   - Needs improvement

GRADES 3-12
A. Students in grades 3-12 shall receive a report card at the end of each marking period.

B. The following five letter grading system to indicate student achievement and performance on work assigned shall be used:

   - A = 90% - 100%
     Consistently meets curriculum standards at an outstanding level

   - B = 80% - 89%
     Generally meets curriculum standards at a high level

   - C = 70% - 79%
     Meets curriculum standards at a satisfactory level

   - D = 60% - 69%
Meets some curriculum standards

F ≤ 59%
Fails to meet curriculum standards. No credit toward graduation is granted to a student receiving a final grade of “F” in a high school course.

I = Incomplete
Given when a student has not completed the assigned work or has failed to demonstrate an appropriate level of mastery on an assignment. The teacher shall determine when the “I” shall be converted to the appropriate letter grade and whether full or partial credit will be awarded. An “I” may be converted to an “F” when a student refuses to complete an assignment.

A teacher shall consult with the school principal before assigning an “I” on a report card. An “I” on a report card shall be converted to the appropriate letter grade by no later than the mid-way point of the subsequent marking period or by June 30 in the case of marking period 4, unless a greater extension is granted by the principal.

C. Percent scores shall be rounded to the nearest whole number. Any score below .5 rounds down, and any score .5 and above rounds up.
   Example: 89.49% rounds to 89%
   89.50% rounds to 90%

D. In grades 3-5, student performance levels in reading and mathematics will be noted as not meeting, meeting, or exceeding grade level expectations.

E. Teachers have the option to communicate additional information regarding student achievement and performance by providing comments on the report card.

F. Parent/teacher conference days are scheduled each school year. A personal contact with the teacher affords the parents an opportunity to find out how they can more effectively participate in their child’s education. Teachers, counselors, and administrators are also available for conferences at other times during the school year. Parents and teachers are urged to initiate conferences when there is a concern about the child’s academic performance or social relationships. Teachers shall request
conference with the parent(s) when a student is in danger of failing a course or subject area.

GRADE APPEALS
In the instances when a student or parent disagrees with the grade assigned to a student, the student and/or parent shall arrange for a conference with the teacher. If the issue of the grade is not resolved, the parent or student may appeal the grade to the principal. If a disagreement still exists after the principal’s decision is rendered, the parent or student may appeal the principal’s decision in writing to the Superintendent of Schools.

GRADE CHANGING PROCEDURES
A. A timeline for final grade changes that cannot exceed 45 school days following the last day of the grading period. For a change of grade for the fourth marking period, the timeline would begin on the first day of school in the new school year. Weighted and non-weighted grade point averages and class rank are calculated for each student at the end of each semester;

B. The names of personnel at the school and central office level authorized to make final grade changes;

C. Documentation that authorized personnel are required to maintain to support the final course grade changes, including, at a minimum the:
   I. Name of the teacher requesting final grade change;
   II. Reason for the grade change;
   III. Signature of person approving the grade change;
   IV. Reason for approval;
   V. Date of approval; and
   VI. Signature of the principal;

D. How and when the school system will audit the validity of the grade changes each year.
HIGH SCHOOL GRADE POINT AVERAGE (GPA) AND CLASS RANK

A. The final grade for high school courses shall be reported on the official student transcript.

B. Weighted and non-weighted grade point averages and class rank are calculated for each student at the end of each semester.

C. The dual GPA/class rank system will be based on the following assignment of quality points. The charts below identify the quality points assigned in both the weighted and non-weighted system.

WEIGHTED GPA

<table>
<thead>
<tr>
<th>GRADE</th>
<th>AP AND TRANSCRIPTED</th>
<th>HONORS</th>
<th>ACADEMIC AND ARTICULATED</th>
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<tr>
<td>A</td>
<td>5.0</td>
<td>4.5</td>
<td>4.0</td>
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NON-WEIGHTED GPA

<table>
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<tr>
<th>GRADE</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
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<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

D. Grade point averages will be calculated by dividing the total number of quality points by the total number of credits.

Quality points are calculated by multiplying the credit assigned to the course by a point value assigned to each grade (see chart above).

Credits are determined by the actual credit assigned to each course.

Pass-fail courses will not be used to compute the grade point average.

If a student repeats a course that may not be given repeat credit, the higher grade received will be calculated in the grade point average.
HOMEWORK

POLICY
Homework assignments shall be meaningful; that is, they shall be related to course outcomes, rigorous and relevant to students, and differentiated, as appropriate, to account for individual differences among students.

PURPOSES OF HOMEWORK
A. To prepare for subsequent lessons (e.g., read the next chapter)

B. To practice or review to strengthen concept and skill development (e.g., complete practice problems)

C. To evaluate what students know by applying, extending, or integrating their knowledge and understanding through projects or other assignments (e.g., write a report or complete a long-term project)

HOMEWORK GUIDELINES
A. Different courses will undoubtedly demand varied amounts of homework. Homework shall be assigned on an as needed basis as determined by the teacher.

B. The amount of homework shall be appropriate to the student’s needs and abilities; moreover, the total amount of homework from all the student’s teachers shall be reasonable. One guideline found in the educational research that helps to clarify “a reasonable amount” of homework is the Ten-Minute Rule (Cooper, 2006). This guideline suggests that if assigned, students should have a total amount of homework of about ten minutes per grade level. For example, a first-grade student should have no more than a total of 10 minutes of homework, a fifth-grade student 50 minutes of homework, a ninth-grade student 90 minutes of homework, etc. Because of individual student differences, and because homework shall only be assigned on an as needed basis, the Ten-Minute Rule is only intended to be a guideline and should not be interpreted as policy.

C. Assigning collaborative or group projects for homework can be problematic for students. Teachers who assign collaborative or group projects for homework shall do so with discretion and the knowledge of the inherent obstacles that such
homework can present for students and families. Teachers shall adjust their expectations accordingly to reflect the best interests of all students involved.

D. Students should be able to complete homework assignments independently. Parents should monitor student homework and encourage student efforts to complete assignments.

E. Teachers shall provide feedback to students on all homework assignments. This feedback can be a verbal check, written comments, or a grade.

MISSED WORK
A. At the secondary level, it is the individual student’s responsibility to request missed assignments upon returning to school. At the elementary level, teachers will work with students upon their return from an absence to address missed assignments.

B. For an extended student absence of three or more school days, parents are encouraged to contact the appropriate school personnel to request assignments.

C. Students shall have the number of days equal to the number of days absent to turn in completed make-up work, unless a greater extension is granted by the teacher.
GRADE REPORTING PROCEDURES FOR ALTERNATIVE PROGRAMS

I. Gateway School/Crossroads Middle
   A. A school number has been developed for the Gateway School.
   B. Students entering the Gateway School should be given a transfer code of T-10.
   C. A records request will be sent from the Gateway School to the home school. Records should not be sent until this request is received.
   D. The student’s most up to date percentage grades should be included when the records are sent.
   E. The homeschool teachers will then enter in ESP a grade of WP or WF, appropriate, as during the next grade reporting opportunity.
   F. A single grade will be calculated by the Gateway staff for the student for each course, Combining the percentage grade received from the home school and the grade received at Gateway. The following formula is recommended:

   \[
   \text{#ofweeks@homeschoolxgrade} + \text{#ofweeks@Gatewayxgrade} \\
   \text{Grading period(9 or 18 weeks)}
   \]

   G. If the student is enrolled in Gateway at the end of a marking period / semester, final grades will be given by the Gateway staff.
   H. In most instances, students will transfer back to their home school at the end of a semester.

II. Home & Hospital Services
   A. Students placed on Home & Hospital Services remain on the rolls at their homeschool. No withdraw or transfer code is used.
   B. Participation in home and hospital services are recorded in ESP on a daily basis using the Home Teaching (HTA) code. A student is considered present unless the service provider reports the student was unavailable for the Home & Hospital session.
   C. Grades will be calculated by the provider(s) at the location at which the student is enrolled at the end of the marking period. If the student finishes the marking period on home and hospital, the service provider will determine the grade. If the student finishes the marking period in the home school, the classroom teacher will determine the grade.
   D. A single grade will be calculated for the student for each course, combining the grade received from the homeschool and the grade received on Home Teaching. The following formula is recommended:

   \[
   \text{#ofweeks@homeschoolxgrade} + \text{#ofweeks@HomeTeachingxgrade} \\
   \text{Grading period(9 or 18 weeks)}
   \]

   E. The administration of midterms and final exams and calculation of grades shall be at the discretion of the Home & Hospital teacher while the student is on Home & Hospital. All high school students shall be given a final exam worth 10% of the final grade.
III. Flexible Student Support Programs

A. Students entering Flexible Student Support programs should be coded as follows:
   • If the student is concurrently enrolled at his/her home school, no code is used. The student
     remains on the rolls of the home school and the rolls of flexible student support.
   • If the student is transferring to a Flexible Student Support program, and is not
     concurrently enrolled in his/her homeschool, the code of T-10 should be used.

B. If the student enrolls in the Distance Learning Lab, the student must complete the entire course at
   FSS. No transfer grade is accepted for partial credit.

C. If the student is enrolling in the Student Support Center program and is placed in the same course
   already enrolled in at the home school, a transfer percentage grade should be sent by the home
   school. A single grade will be calculated for the student for each course, combining the grade
   received from the home school and the grade received in Student Support Center. The following formula is recommended:

   \[
   \frac{\text{# of weeks at homeschool} \times \text{grade} + \text{# of weeks at SSC/CRD} \times \text{grade}}{\text{Grading period (9 or 18 weeks)}}
   \]

D. Grade reports will be distributed to the home school, and parent/legal guardian, on the traditional
   grading schedule. Final grades for DLL, CRD and the Student Support Center will be entered in
   course history in ESP upon completion of the course.

E. Students may earn a maximum of eight credits thru Flexible Student Support programs in a school year.

Revised 8/03, 7/05, 11/05, 7/10, 5/12
AUDITING OR WITHDRAWAL FROM CLASSES BY STUDENTS

I. Initial Auditing of Courses

Credit-bearing courses in Carroll County Public Schools may be taken for audit. The request to audit is made when the course selection process takes place. The request will include the date and the date of approval to audit. No credit is earned when a course is selected for audit status.

A. Criteria for Approval or Denial by Principal
   1. Effect of student's total program
   2. Class size
   3. Availability of space, including Career and Technology programs
   4. Type of class
   5. Time of request
   6. Past academic performance
   7. Parent's and student's reasons
   8. Benefit to student
   9. Recommendation of teacher and counselor

B. Implementation
   1. The student makes application in writing to the counselor. The parent/legal guardian and counselor must sign the application.
   2. The decision for audit status will be made by the principal. Written reason(s) will be given by the principal for denial.
   3. The student must attend class on a regular basis.

II. Convert from Credit to Audit

Students may request to convert a course to audit status after the course has started. The request will include the current date and the date for which the change is being requested to take effect. The teacher will be consulted for input prior to the approval.

The principal will determine the approval of a credit course change to audit.

All audited classes will be graded with the letter “U”.

A. Criteria for Approval or Denial by Principal
   1. Effect of student's total program
   2. Class size
   3. Availability of space, including Career and Technology programs
   4. Type of class
   5. Time of request
   6. Past academic performance
   7. Parent's/legal guardian's and student's reasons
   8. Benefit to student
   9. Recommendation of teacher and counselor

B. Implementation
   1. The student makes application in writing to the counselor. The parent/legal guardian and counselor must sign the application.
   2. The decision for audit status will be made by the principal. Written reason(s) will be given by the principal for denial.
   3. The student must attend class on a regular basis.
III Withdrawal from Courses

A student may request to withdraw from a credit bearing course. The request will include the day and the date of approval to withdraw from courses. If the course status change is granted from a course worth 1-3 credits within 10 school days beginning the first day the class meets, there will be no grade recorded on the student transcript. If the course meets on an A/B day schedule, the 10 school days that the class meets would also apply. If the change is granted after the aforementioned times, the grade will be recorded as W-Pass or W-Fail.

If the course status change is granted from a .5 credit bearing course within 5 school days beginning the first day the class meets, there will be no grade recorded on the student transcript. If the course meets on an A/B day schedule, the 5 school day that the class meets would also apply. If the change is granted after the aforementioned times, the grade will be recorded as W-Pass or W-Fail.

Students that transfer from one level class to another of the same course curriculum (including AP courses) will reflect the final grade of the completed course on their transcript.

If a student withdraws from a course and/or transfers out of CCPS, during a marking period the current grade will be recorded for the marking period and the appropriate WP or WF will be recorded as the final grade.

Highly able and motivated middle school students are encouraged to take high school courses when appropriate. These courses result in high school credit and are included on the student's high school transcript and in the G.P.A. The full high school curriculum shall be taught in these courses, and all required county or state assessments shall be given to the students at the time the course is taken. At the request of a parent/legal guardian, student, or teacher, the principal may withdraw a student up to the end of the first semester (18 weeks) with no grade appearing on the permanent record.

A. Criteria for Approval or Denial by Principal
1. Effect of student's total program
2. Class size
3. Availability of space, including Career and Technology programs
4. Type of class
5. Time of request
6. Past academic performance
7. Parent's/legal guardian's and student's reasons
8. Benefit to student
9. Recommendation of teacher and counselor

B. Implementation
1. The student makes application in writing stating the reason(s) for withdrawal. This application must be signed by the teacher, counselor, and parent/legal guardian.
2. The decision for this withdrawal request will be made by the principal. Written reason(s) will be given by the principal for denial.

IV. Appeal

All appeals shall be made in writing to the Director of High Schools.

Grade of Incomplete - If a student earns an Incomplete (I), due to missing assignments or assessments for a marking period or final grade, the student will have up to 10 school days to complete the assignments or assessments. If the student fails to complete all assigned work and/or assessments, the grade of I will default to a failing mark of "F".

July 8, 2015
Administrative Regulation

1. **Purpose**
   
   To set forth the procedures for placing, promoting, retaining, and accelerating students in a Carroll County public school.

2. **Scope**
   
   Carroll County Public Schools believes that all students can learn and succeed--- no excuses, no exceptions. Educators shall strive to place students at the grade level best suited to their demonstrated levels of achievement, while maintaining an appropriate degree of challenge and rigor. Appropriate decisions regarding placement, promotion, intervention, retention, and acceleration are best made through a collaborative process involving school staff, parents, and the individual student. The final responsibility for these decisions rests with the principal.

3. **Procedures**

   A. **Placement**

      1. The principal has final responsibility for grade and class placement of students. In determining placement, the principal shall consult with appropriate staff and parents/guardians and consider their recommendations.

      2. Placement of students in kindergarten through first grade is governed by state law and regulations. (See Board Policy JE: Student Enrollment and Attendance.)

      3. Students in grades two through twelve who are new to CCPS and do not provide previous school records shall be placed in an age appropriate setting pending the review of further information.

      4. For English language learners and other international students in all grades, placement, promotion, retention, and acceleration shall also include the recommendation of ESOL staff and shall be based upon an evaluation of the student’s transcript and any available assessment data.

      5. Students with documented special education needs shall be placed through the Individualized Education Plan (IEP) process. (See Board Policy IHBA: Program for Students With Disabilities)
B. Promotion/Retention

The principal shall consider a student for retention when a student fails to meet grade-level standards. The principal may also consider for retention a student who is recommended by school staff or parents/guardians for other reasons. The principal must consider whether the needs of the student can be best met through retention and offer the parent/guardian an opportunity to be included in the process. The principal shall make the decision based on a number of factors including, but not limited to:

- academic achievement data
- response to academic interventions
- age of the student
- previous retention(s)
- attendance record
- parental concerns
- developmental factors
- health factors
- emotional factors
- report card
- IEP
- 504 plan

1. Kindergarten, Grades One and Two: Students at these grade levels exhibit a wide range of cognitive, physical, social, and emotional developmental levels; therefore, promotion is expected. Students who are not performing according to expectations shall be provided additional intervention prior to consideration for retention.

2. Grades Three, Four and Five: To be promoted to the next grade, students must pass English Language Arts (ELA) and mathematics.
   - A student who fails ELA and/or mathematics for the year (as determined by the average of the grades over the four (4) marking periods) shall be considered for retention.
   - A student who successfully participates in appropriate interventions, such as extra assistance, a pull-out program, extended day programs, extended year programs, etc., to address the ELA and/or mathematics deficiencies, shall be promoted.

3. Grades Six, Seven and Eight: To be promoted to the next grade, students must pass all core academic subjects (mathematics, ELA, science, and social studies).
A student who fails any of the core subjects for the year shall be considered for retention. A student who successfully participates in appropriate interventions, such as extra assistance, a pull-out program, extended day programs, extended year programs, etc., to address the subject-area deficiencies, shall be promoted.

4. Grades Ninth through Twelve: To be promoted, a student in grades ninth through twelve should meet the following requirements:
   - 9th to 10th grade - completion of a minimum of 6 credits,
   - 10th to 11th grade - completion of a minimum of 12 credits
   - 11th to 12th grade - completion of a minimum of 18 credits and a minimum of 55 service learning hours

   For graduation (See Board Policy IKF: Requirements For Graduation From Carroll County High Schools)
   The final responsibility for decisions on promotion of a student rests with the principal, except when decisions are made through the IEP process for students with documented special education needs. The principal is responsible for monitoring the decision. If the parent/guardian disagrees with the IEP Team decision, he or she has the right to appeal the decision according to legally mandated mediation/due process procedures.

   Due to the potential detrimental effects of multiple retentions, it is not expected that a student would be retained more than once during the k-8 experience. Any recommendation for a second retention must be approved by the school-level director.

C. Intervention
A student who is not performing according to expectations is provided with appropriate assistance that addresses specific academic needs.

Research-based intervention programs and services that provide extended or remedial learning opportunities will be available to all students who are at risk or who do not meet the established standards for promotion. Such programs may be implemented through computer-assisted instruction, extended day or extended year programs, Saturday or summer school programs, tutoring, small group instruction, or classroom intervention. Interventions will address
specific academic needs of the individual student as determined by multiple assessments.

1. When a student in grades kindergarten through grade five is not attaining assigned objectives or meeting required grade level promotion standards, the teacher will initiate appropriate intervention strategies that address the academic needs of the student. If the student does not respond to strategies, the Instructional Support Team will develop an Individual Learning Plan. Parents/Legal Guardians will be included in the development of the plan, as will students, when appropriate. The principal will monitor the implementation of this plan.

2. When a student in grades six through eight develops a pattern of failure in a core subject area, the teacher will initiate appropriate intervention strategies that address the academic needs of the student. If, at the end of a marking period, a child receives a failing grade in one (1) or more core subjects, the student will be assigned academic recovery. The student will be assigned an academic recovery plan that addresses the student’s learning needs and provides academic support. If the plan is successfully completed by the mid-point of the next marking period, the grade for the core academic course will be changed to a D. If at the end of the third or fourth marking period a student is still in danger of failing, the administration will initiate a series of progress reports which will inform the parents/legal guardian of the student’s continued failure or success. Decisions on retention will be made on a timely basis in order to allow for enrollment in the appropriate program of study.

3. When a student in grades nine through twelve is not attaining the course objectives, the teacher will initiate appropriate intervention strategies that address the academic needs of the student. If the student continues in not attaining course objectives, further school-based individualized intervention shall be developed and implemented through support teams such as the Instructional Support Team (IST), the Student Assistance Team, or Guidance and Student Services. In high school, credits earned determine promotion. For students who do not earn enough credits, a plan will be developed for credit recovery. Parents/legal guardians and students will be included in the development of this plan. The principal will have oversight of this planning process and monitor the implementation of this plan.

D. Acceleration
1. The principal may, upon the recommendation of school staff or parent/guardian, consider accelerating a student to an advanced grade when the student consistently demonstrates the ability to exceed grade-level content standards.

2. School staff shall first attempt to address student advanced learning needs within the classroom or grade level through such program adjustments as flexible grouping, differentiated instruction, and enrichment.

3. Other options may include partial day or subject-area advancement to the next grade level or program.

4. A student will not be accelerated to advanced grades against the wishes of his/her parent/guardian.

E. Appeals

In matters of disagreement with regard to placement, promotion, acceleration, or retention, the parent/legal guardian may appeal a decision by writing to the appropriate director (elementary, middle, or high school) within ten days of receipt of written notification of the decision from the school principal.
Administrative Regulation

1. **Purpose**

These Administrative regulations define the graduation requirements for diploma and program completion requirements for certificate bound students. It is expected that all students who receive a Maryland state diploma or a Maryland High School Certificate will have met the requirements outlined in these regulations.

2. **Scope**

These administrative regulations apply to all students who complete their academic program with Carroll County Public Schools.

3. **Responsibilities**

The Director of Curriculum and Instructional Resources serves as the Superintendent’s designate to provide oversight and direction for all academic requirements.

4. **Procedures**

I. Diplomas and Certificates

   A. The diploma awarded to students upon graduation from a Maryland public high school shall be a State diploma in recognition of the fulfillment of the minimum enrollment, State assessment, credit, and student service learning requirements.

   B. There shall be a State certificate named the Maryland High School Certificate awarded for completion of a special education program. This certificate shall be awarded only to students with disabilities who cannot meet the requirements for a diploma but who meet one of the following standards:

      1. The student is enrolled in an education program for at least 4 years beyond grade 8 or its age equivalent, and is determined by an IEP team, with the agreement of the parents/legal guardians of the student, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life. World of work shall include but not be limited to gainful employment, post-secondary education and training, supported
employment, and otherservices that are integrated in the community; or

2. The student has been enrolled in an education program for 4 years beyond grade 8 or its age equivalent and will have reached age 21 by the end of the student’s current school year.

C. Graduation Procedures for Students with Disabilities

A Maryland High School Diploma shall be awarded to students upon graduation from a Maryland public high school in recognition of the fulfillment of the minimum enrollment, state assessment, credit, and student service learning requirements.

As a special education student’s eligibility for a free and appropriate public education (FAPE) ceases upon graduation from high school with a Maryland high school diploma. When a student graduates and receives a regular high school diploma, he/she is no longer eligible for special education services. Some students will continue to be eligible for special education services through the age of 21 if they have not received a regular high school diploma.

A Maryland high school certificate of program completion shall be awarded only to students with disabilities who cannot meet the requirements for a diploma, but whom meet the following standards:

1. The student is enrolled in an education program for at least 4 years beyond grade 8 or its age equivalent, and is determined by an IEP team, with the agreement of the parents/legal guardians of the student, to have developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including but not limited to gainful employment, post-secondary education and training, supported employment, and other services that are integrated in the community; or

2. The student has been enrolled in an education program for 4 years beyond grade 8 or its age equivalent and will have reached age 21 by the end of the student’s current school year.

The final decision to award a student with disabilities a Maryland High School Certificate of Program Completion will not be made until after the beginning of the student’s last year in high school.
A student with a significant cognitive disability shall not meet high school graduation requirements, if a student:

1. Participates in an Alternative Assessment based on Alternative Academic Achievement Standards (AA-AAAS); and

2. Continues to receive instruction based on Alternative Academic Achievement Standards through high school.

All students with disabilities who are receiving special education services through an IEP will receive the Maryland Summary of Performance (formerly the Exit Document) when they graduate or exit from school. The Maryland Summary of Performance (MSOP) summarizes the student’s skills, strengths, and interests while also providing important information that may be useful to use as she or she transitions from school to postsecondary activities, including employment, postsecondary education, or independent living.

If a student participates in a graduation ceremony prior to the completion of the student’s education program, at the ceremony the school system shall issue to the student a Certificate of Achievement or other similarly titled certificate in place of a diploma. Once a student participates in a graduation ceremony, the student may not participate a second time in a formal high school graduation ceremony.

The procedures described above provide each student with the opportunity to address his or her unique needs as required by the Individuals with Disabilities Education Act (IDEA).

II. Graduation Requirements

A. Enrollment Requirement

The student shall satisfactorily complete 4 years of approved study beyond the 8th grade unless one of the alternatives to 4 year enrollment in a public high school or alternatives to structuring programs is satisfied.

Although most high school students attend school for 4 full years beyond the 8th grade, there are occasions when students leave school prior to graduation and request to re-enter school at a later date.

1. For students who withdrew from school more than one semester:
   a. The student and parent or guardian shall meet with the Pupil Personnel Worker to complete a probationary placement through Student Services.
b. Upon successful completion of the probationary placement, the Pupil Personnel Worker will assist the student in transitioning to comprehensive high school.

2. For students who have withdrawn for more than one semester:
   a. The procedure outlined in section 1(a.) and (b.) above will be followed.
   b. The plan that is developed will include the student’s enrollment in at least 7 full semesters.

B. Assessment Requirements

Students take Maryland High School Assessments (MHSAS) at the completion of the required course. The chart that follows shows the MHSA required assessment and graduation requirement based on year of graduation and the year the course is successfully completed.

<table>
<thead>
<tr>
<th>Graduating Class</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 10</td>
<td>Participation Only</td>
<td>Achieve Passing Score or Pass Bridge Project</td>
<td>Achieve Passing Score or Pass Bridge Project</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Participation Only</td>
<td>Achieve Passing Score or Pass Bridge Project</td>
<td>Achieve Passing Score or Pass Bridge Project</td>
</tr>
<tr>
<td>Biology/Science</td>
<td>2015-16* Achieve Score of 400 or Pass Bridge Project</td>
<td>2015-16* Achieve Passing Score or Pass Bridge Project</td>
<td>Participation Only</td>
</tr>
<tr>
<td></td>
<td>2016-17*, 2017-18* Participation Only</td>
<td>2017-18*, 2018-19 Participation Only</td>
<td></td>
</tr>
<tr>
<td>U.S. Government</td>
<td>Achieve Score of 394 or Pass Bridge Project</td>
<td>Achieve Score of 394 or Pass Bridge Project</td>
<td>Achieve Score of 394 or Pass Bridge Project</td>
</tr>
</tbody>
</table>

*Dates indicate the year in which the student completes the course and the required assessment.

1. All students, including middle school students who take high school level courses, must take the accompanying MHSA.

2. A student who transfers into Carroll County Public Schools from a non-public school or a school out of state, who having already passed an
HSA or PARCC course, is exempt from taking the HSA or PARCC exam for that course.

3. A student who transfers from a non-public school or from a school out of state into Carroll County Public Schools after the first semester of his or her senior year is exempt from the Maryland high school assessment requirements.

C. Credit Requirements

Credit requirements for graduation are defined by the year a student enters grade 9. The credit requirement information listed below is provided for summary information only. A complete listing of graduation requirements along with required coursework can be found in the Carroll County Public Schools Program of Studies on the CCPS website.

1. A student shall earn a minimum of twenty-five (25) credits at the completion of grade 12. Students enrolled in Maryland State-accredited special education non-public schools will meet the graduation requirements as established by the Maryland State Department of Education (MSDE). At least 4 of these credits shall be earned after the completion of grade 11 unless one of the alternatives to 4 year enrollment in a public high school or alternatives for structuring programs is satisfied.

2. To be awarded the Maryland High School Diploma from Carroll County Public Schools, a student shall earn the following specified core credits as a part of the twenty-five (25) credit requirement:

   a. English – 4 credits as designated by the High School Program of Studies
   b. Fine Arts – 1 credit
   c. Mathematics – 3 credits as designated in the High School Program of Studies. Students shall also be enrolled in a Mathematics course each year of high school.
   d. Physical Education – 1 credit
   e. Health Education – 1/2 credit
   f. Science – 3 credits as designated in the High School Program of Studies
   g. Social Studies – 3 credits as designated in the High School Program of Studies
   h. Technology Education – 1 credit
   i. Financial Literacy – 1/2 credit
3. In addition to meeting the specific credit requirements listed above, a student shall complete one of the following:
   • World Languages – 2 credits of a single World Language or
   • Advanced Technology Education – 2 credits or
   • A State-approved Career and Technology Completer Program – 4 to 9 credits

D. SERVICE LEARNING

   Students must complete 75 hours of service learning.

5. REFERENCES
   a. Education Article §7-205 – .3, Annotated Code of Maryland
   b. COMAR13A.03.02.00–12, Graduation Requirements for Public High Schools
   c. Board Policy IKF: Graduation from Carroll County High Schools

6. Definitions
   a. IEP – The Individualized Educational Plan is a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives specialized instruction and related services.
   b. Maryland High School Assessment (MHSA) – The assessment provided by the State and required for all diploma-bound students. MHSA are given following the successful completion of English 10, Algebra I, U.S. Government, and Biology/Science.
   c. The Bridge Plan for Academic Validation (Bridge Project) – A student who fails to achieve a passing score on one or more MHSA may be eligible to complete Bridge Projects in those assessment areas. If the student completes the Bridge Projects successfully, the graduation assessment requirement is met for that assessment area.
   d. High School Program of Studies – The detailed course catalogue that provides course selection information along with the various requirements and alternatives that need to be considered in order to plan each student’s 4 year high school program.
**Additional Procedures for Service Learning**

1. Students shall complete one of the following:
   a. Seventy-five hours of student service that includes preparation, action, and reflection components that may begin during the middle grades.
   b. A locally designed program in Service Learning that has been approved by the State Superintendent of Schools.

2. The Service-Learning Requirement for Carroll County Public School students is as follows:
   a. Mission: The Carroll County Service Learning Program has been designed to benefit the student, school, and the community through developmentally appropriate service learning opportunities.
   b. Definition: Students may earn service-learning hours by successfully completing designated courses as noted in the Carroll County Service-Learning Guidelines. Students may follow the Course-Related Option, as outlined in the Service-Learning Guidelines and complete the Service-Learning Requirement through completion of school courses.
   c. Guidelines for Service Learning:
      (i) The Carroll County Program will meet or exceed the minimum number of 75 hours:
      (ii) Middle school students have the opportunity to earn thirty-five service learning hours through two subject areas. Sixth grade students earn ten service hours after the successful completion of their Outdoor School experience. After completion of outdoor school, students may choose to complete an approved, independent environmental service project to earn 10 additional hours. This project must be completed by October 31 of their 7th grade year and must be documented on an outdoor school service learning reflection form. Eighth grade students have the opportunity to earn fifteen service hours by successfully completing Family and Consumer Sciences which focuses on community issues.
      (iii) Students may accumulate service hours from the time they complete fifth grade through grade 12; and, may choose to satisfy the service-learning requirement while in middle school. Students must complete a minimum of 55 service-learning hours by the end of the eleventh grade in order to be promoted to Senior status.
      (iv) Service-Learning hours will be documented on the Service Learning Reflection form and recorded in the service learning folder.
      (v) Service-Learning activities will be approved by the Principal/Service-Learning Coordinator in individual schools.
      (vi) Service-Learning hours will be prorated for students transferring into Carroll County Schools from private or out of state schools after the completion of their freshman year. Student transferring
into CCPS after the freshman year the hours are pro-rated as follows:

- During the sophomore year - 40 hours
- During the junior year - 30 hours
- During the first semester of the senior year - 10 hours
- During the second semester of the senior year - 5 hours

V. **Unit of Credit Defined.** A credit shall be defined as locally determined clock hours or successful demonstration of established learning outcomes for all original credit instruction.*

* In Carroll County, beginning with school year 2001-02, students will earn credit for high school courses completed in middle school. Carroll County will also recognize credits earned prior to grade 9 for transfer students who have such credits on the transcript from the sending school system.

VI. **Other Provisions for Earning Credit.** In addition to earning credits during the regular school day and ear, credits may be earned, at the discretion of the local school system, through various other programs. These programs are:

A. **Summer School:** A Summer School Program is offered as determined by the needs of students for original and review credit. In addition, credit may be given for acceptable summer study offered by approved public and non-public institutions in or outside of Maryland, provided the principal of the student’s own school authorizes the study in advance.

B. **Flexible Student Support:** The Flexible Student Support Program is a secondary academic intervention program comprised of three major components: the Student Support Center (SSC), a Distance Learning Lab (DLL), and Career Research and Development (CRD). The program components offer courses leading to academic credits that apply toward the Maryland High School Diploma. Students can apply to the program through their Pupil Personnel Worker.

C. **Correspondence Courses and Online Courses:** Carroll County Public Schools does not grant credit through correspondence courses. Credit may be given for MSDE approved online courses provided by Carroll County Public Schools. Enrollment in an MSDE approved online course is subject to a meeting with the school Counselor and approved by the school Principal.

D. **Tutoring:** Extenuating circumstances may necessitate the assistance of tutors for certain students. However, tutoring should be considered only after all the resources of the school system have been used fully and when it is felt definitely that the best interests of the students are being served. If tutoring is approved by the school Principal as an alternative for earning credit, the Pupil Personnel Worker will assist in making arrangements for tutoring.

E. **Work Study Programs, Job Entry Training Programs, or Experiences Outside the School.** Work and experience outside the school are recognized as valid ways of learning. Time spent in these activities may be counted as a portion of the specified number of clock hours required for credit when identified as an integrated part of a planned program. For work or experience outside the school which is approved and supervised by the local school system, not more than nine elective credits toward meeting graduation requirements may be granted to a student.
Credit by Exam. COMAR 13A.03.02.05 allows a student who has already completed all requirements for the Maryland High School Diploma, except for a credit in either English 12 or Algebra II, to earn credit by exam.

**English 12:**
Students who want to obtain Maryland High School graduation credit for English 12 must take two tests: SAT and SAT subject test in literature. To obtain the credit, the student must achieve a minimum combined score of 1080 on the SAT subject test in Literature and the writing portion of the SAT with a minimum of 520 on the writing portion of the SAT.

**Algebra II:**
Students who want to receive Maryland High School Graduation Credit for Algebra II must achieve a minimum of 1150 on the American Diploma Project Algebra II Exam.

A student choosing this option must submit a written request to the principal prior to the start of the student’s senior year.

Credit toward high school graduation requirements may not be earned by passing an exam in any other circumstance.

**Independent Study/Internship.** Credit toward high school graduation may be earned in grades 9-12 for independent study or internships in which students successfully demonstrate locally established curricular objectives.

**VII. Alternatives to Four Year Enrollment in a Public High School**

**VIII. Alternatives for Structuring Programs**

**IX. Transfer Students**

**A. Attendance Requirements** - To receive a Maryland public high school diploma, a student shall be in attendance at a Maryland public high school one full semester immediately preceding graduation in addition to meeting the other diploma requirements.

1. In cases where this requirement creates an undue hardship for a student transferring to or from an out-of-state school and wishing to receive a Maryland high school diploma, the local Superintendent of Schools may waive the one full semester attendance requirement.

2. Exception shall be made for special education students in State-approved nonpublic programs.

3. Students transferring from one Maryland public high school to another during the second semester of their senior year and meeting all requirements for graduation shall be given the option of graduating from either high school by agreement of the local superintendent of schools or the respective local superintendents when more than one local school system is involved.

**B. Credit and High School Assessment Requirements**

A student who transfers from a non-public school or a school out-of-state may be exempt from one or more of the Maryland High School Assessments if, consistent with local school system policy and procedures, the principal of the school, in which the student enrolls, approves credit in accordance with inspection of transcripts and report cards from the sending school.

**C. Local Graduation Requirements** – A student who enters a local school system in his or her senior year shall be granted a waiver from locally established graduation
D. **Unavailability of Official Transcript** – If the transcript is not available, the local Superintendent or designee shall determine the appropriate placement through one or more of the following: administration of standardized tests, observation of the student in the classroom, inspection of report cards, and interviews focused on the demonstration of course content knowledge.

E. **Enrolling Military Children/Placement/Graduation** –

1. Local educational officials shall waive specific courses required for graduation if similar coursework has been satisfactorily completed in another local system or shall provide reasonable justification for any denial; if the waiver is not granted, the local education system shall provide an alternative means of acquiring the required coursework so that graduation may occur on time.

2. If a military student who transfers at the beginning of or during their senior year and is ineligible to graduate from the receiving school systems after all alternatives have been exhausted, the sending and receiving schools shall ensure that student receive a diploma from the sending school system, provided the student meets the graduation requirement of the sendschoolsystem.

3. When students transfer before or during a school year, the receiving school shall place the student in courses based on the student's enrollment in the sending school.

4. Program placement in the receiving school shall be based on the program placement and recommendations made by the sending school.

5. School systems have an obligation to exercise flexibility in waiving course/program prerequisites or other preconditions for placement in courses or programs offered through the localschoolsystem.

6. **High School Year Defined.**

   a. Maryland public high schools shall be open for at least 180 school days and a minimum of 1,170 school hours during a 10-month period in each school year.

   b. A student begins grade 9 and each subsequent grade upon successful completion of the previous grade. For local requirements, please refer to the CCPS Placement, Promotion, Intervention and Retention Policy and Regulations (Policy IHE).

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**HIGH SCHOOL ASSESSMENTS**

A. Beginning with the 2001-02 school year, to be awarded the Maryland High School Diploma, all students, including middle school students who take high school level courses, shall take the Maryland High School Assessment for Algebra/Data Analysis, Biology, and English.

B. Beginning with the 2001-02 school year, for students entering the ninth grade and middle school students who take high school level courses, the student’s performance on the Maryland High School Assessments shall be reported on the student’s permanent record card.

C. Appropriate assistance shall be provided for students who have not achieved satisfactory scores on the Maryland High School Assessments.

D. **Alternate Maryland School Assessment (Alt-MSA) – Determining Eligibility:** Members of the Individualized Education Program (IEP) team determine the eligibility of students to participate in the appropriate Maryland School Assessment (MSA). The Alternate Maryland School Assessment (Alt-MSA) is the assessment in which student with the most significant cognitive disabilities may participate. Students are eligible to participate in the
Alt-MSA if it has been determined through the IEP process that they meet all eligibility criteria.

In determining a student’s eligibility for participation in the Alt-MSA, the IEP team uses the Appendix C: IEP Team Decision-Making Process Eligibility Tool. The Appendix C: IEP Team Decision-Making Process Eligibility Tool is available through the school’s Special Education Department.

Students with the most significant cognitive disabilities:

According to MSDE Technical Assistance Bulletin #17 (MSDE November 2009) regarding “Who is a student with the most significant cognitive disability”? “Intellectual functioning, or IQ is usually measured by a test called an IQ test. The average score is 100. Those students who have scores below 70 to 75 are thought to have an intellectual disability Therefore, those students with the most significant cognitive disability may have scores at or significantly below the 70 to 75 IQ range.”

Therefore, students with IQ scores of 70 and below may be considered for Alt-MSA. An IQ score at approximately 55 should serve as a guidepost for IEP teams; however, it is important to recognize that some student with IQ scores higher than 55, with commensurately low adaptive behavior scores, may also be considered to be a student with the most significant cognitive disability and may be eligible to take the Alt-MSA. The School psychologist determines if a student has a “significant cognitive disability” and records scores obtained through cognitive and adaptive behavior assessments where indicated on the Appendix C: IEP Team Decision-Making Process Eligibility Tool, including any detailed explanations as needed or applicable.

Once a student has been determined to be a student with the most significant cognitive disability, the IEP team proceeds to complete all pages of the Appendix C: IEP Team Decision-Making Process Eligibility Tool. School psychologists and IEP team members must consider all data available to them in making the determination of eligibility for students’ participation in the Alternate Maryland School Assessment.

E. See “Graduation Requirements” for additional information.
ISSUING OF DIPLOMA/CERTIFICATES

I. Student will be awarded a Maryland High School Diploma upon meeting all enrollment, credit, and service requirements, as well as complete state assessment requirements.

II. Students with disabilities who have reached senior status or age 21, but who do not meet the requirements for a diploma, may be awarded a High School Certificate of Program Completion based on the recommendation of the school IEP committee (see Graduation Procedure).

III. Foreign exchange students who have completed at least one year of study in a Carroll County High School shall receive the Maryland International Student Certificate. Foreign Exchange Students who meet all of the graduation requirements, including competency requirements, may be awarded a Maryland High School Diploma in addition to the Maryland International Student Certificate.

IV. Diplomas and certificates will be received by students dated with the calendar year in which they complete graduation requirements.

V. Maryland High School Diploma by Examination (GED) – A Maryland High School Diploma by examination may be awarded for satisfactory performance on approved general educational development tests as defined in education article §7-206, Annotated Code of Maryland, and COMAR 13a.03.03.01.

VI. Maryland Adult External High School Diploma – a Maryland High School Diploma by examination may be awarded for demonstrating competencies in general life skills and individual skills on applied performance tests if the student meets those requirements as defined in COMAR 13a.03.03.02.

Revised 8/96, 5/05

DIPLOMAS FOR WWII, KOREAN WAR, AND VIETNAM VETERANS

Education Article §7-206.1 provides for the awarding of a high school diploma to an individual honorably discharged from military services if the individual withdrew from a regular full-time public or private high school accredited by the State Board to enlist in the armed forces of the United States during World War II, the Korean Conflict, or the Vietnam Conflict.

Veterans who qualify for and desire to obtain a diploma shall complete the “Veteran Application for High School Diploma.” The application is to be returned to the Student Services Office of Carroll County Public Schools.

A ceremony to recognize veterans and award diplomas will be jointly planned by Carroll County Public Schools and area veterans’ organizations. Appropriate times for this recognition may be Veteran’s Day ceremonies, high school graduation ceremonies, and/or Board of Education meetings.

Revised 6/06
VETERANS APPLICATION FOR HIGH SCHOOL DIPLOMA

Veteran’s Name: ____________________________________________________________

Name at the time of high school enrollment: ____________________________________
(if different than above)

Current Address: __________________________________________________________

High School Attended: ___________________________ County: _________________
State: _________________________________________________________________

Year Enlisted in Armed Services: ___________________________________________

My signature below indicates each of the following:

• I am a veteran of (circle one): WWII  Korean Conflict  Vietnam Conflict
• I withdrew from high school during my senior year to enlist in the United States
  Armed Forces
• I received an honorable discharge from military services

__________________________________________  __________________________
Signature                                           Date

Please return this application to:

Director of Student Services
Carroll County Public Schools
125 North Court Street
Westminster, Maryland 21157

Revised 7/01
GRADEPOINT AVERAGE (GPA) AND RANK IN CLASS

I. Upon written request of the student or parent/legal guardian, a student’s grade point average and/or class rank will be provided to appropriate people or institutions.

II. Weighted and non-weighted grade point averages are calculated for each student.

A. The dual GPA/class rank system will be based on the following assignment of quality points. The charts below identify the quality points assigned in both the weighted and non-weighted system.

WEIGHTED GPA

<table>
<thead>
<tr>
<th>STUDENT ENTERING GRADE 9 IN 2005-2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>5.0</td>
</tr>
<tr>
<td>AP/Transcripted</td>
</tr>
<tr>
<td>Honors</td>
</tr>
<tr>
<td>Academic</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>4.5</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>3.0</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>2.5</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>1.0</td>
</tr>
<tr>
<td>F</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

NON-WEIGHTED GPA

<table>
<thead>
<tr>
<th>FOR ALL STUDENTS, IN ALL COURSES, AT ALL LEVELS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4.0</td>
</tr>
<tr>
<td>B = 3.0</td>
</tr>
<tr>
<td>C = 2.0</td>
</tr>
<tr>
<td>D = 1.0</td>
</tr>
<tr>
<td>F = 0</td>
</tr>
</tbody>
</table>

B. Each school will determine if a valedictorian will be chosen, and if so, what criteria will be used.

C. Recipients of the Governor’s Award shall be selected based on the weighted cumulative GPA ranking. Each school’s honor roll and eligibility lists shall be determined by using the weighted marking period GPA.

D. Recipients of the Presidential Award shall be based on unweighted cumulative GPA as of 3rd quarter. SAT or ACT scores will be used based on the national normed scores as of the February of the current school year. Students must score in the 90% of either reading/writing or math or ACT composite.

E. Students are selected for the National Honor Society based on criteria established by the local school chapters. Students must have a 3.75 weighted cumulative GPA.

F. Use of a weighted or non-weighted cumulative GPA/class rank for other scholarship purposes shall be determined by the sponsor of the scholarship.

G. Only the cumulative weighted and non-weighted grade point average shall be listed on the report card each semester.
II. Cumulative grade point averages will be calculated by dividing the total number of quality points by the total number of credits.

A. Quality points are calculated by multiplying the credit assigned to the course by a point value assigned to each grade (see chart above).

B. Credits are determined by the actual credit assigned to each course.

C. Pass-fail courses will not be used to compute the cumulative grade point average.

D. If a student repeats a course that may not be given repeat credit, the higher grade received will be calculated in the cumulative grade point average.

IV. Weighted Marking Period Grade Point Average – Honor roll and eligibility status are determined by the weighted grade point average for the marking period only. It measures the student performance during the nine week period of time (marking period). It should not be confused with the official cumulative weighted or non-weighted grade point average which is calculated using final grades and credit values for the course. The marking period GPA is determined by using the total value of the grades (quality points) divided by the number of courses in which the student is enrolled.

V. Cumulative grade point averages and class rank are calculated at the end of each semester.

VI. Students who are withdrawn from a school will not be included in the calculation of class rank.

HIGH SCHOOL HONOR ROLL

To achieve honor status, a student must be enrolled in a minimum of two (2) classes and two credits. Honor roll is based on weighted marking period grades and students cannot have a grade below a “C.” Students will be recognized as being on the honor roll with the following achievements:

- **Honor Roll**: 3.0 G.P.A.
- **Distinguished Honor Roll**: 3.75 G.P.A.
- **Straight “A” Honor Roll**: All “A’s” on Report Card

**Academic Eligibility for Extracurricular Activities**

A student becomes ineligible for academic reasons if their weighted marking period grade point average for that report card is below the minimum 2.0 standard. In addition, the student may not receive a grade of F or Withdraw Failing (WF) for any course in which the student is enrolled during the marking period. A grade of Incomplete (I) is considered an F until the work is satisfactorily completed.

*All 1.0 credit and .5 credit courses are calculated the same for the purpose of determining academic eligibility at the end of each marking period.
I. The Maryland High School Diploma by Examination (GED)

A. Program Description. The General Educational Development (GED) tests offer an alternate and acceptable way for an adult to earn a high school diploma. Candidates who successfully complete the GED tests are awarded a Maryland high school diploma by the State Board of Education. A GED graduate may not be awarded any other Maryland high school diploma either by the State Board of Education or by a local school system.

B. The GED Tests—Scope and Content. The GED tests include five tests which are writing skills, social studies, science, literature and the arts, and mathematics. Each test measures the major subject area skills considered to be the outcomes of a high school education.

C. Applicant Eligibility. To be eligible to take the GED tests, an applicant:

1. Shall be at least 18 years old;
   a. Home Instruction Students may take the GED exam at the age of 16 or older.
   b. Students under age 18 who have withdrawn from school under one of the exemptions in the Maryland Compulsory Attendance Law may take the GED test upon verification of the local school system via the “GED Office School Withdrawal/Exemption” form.

2. Shall be a Maryland resident;

3. Shall have been officially withdrawn from a high school program;

4. Have not earned a high school certificate or diploma; and

5. Have a current Maryland MVA Identification Card. Driver's license, learner's permit, active military ID, or a state issued ID waiver.

D. Persons interested in the GED exam shall contact Carroll Community College Adult Education Programs at 410-386-8630.

E. Go to gogedgo.org for additional information.

Revised 8/17
The Maryland State Department of Education has stated that there will be no exemptions from physical education. Your help is needed in determining the most appropriate level of activity for this student.

The Carroll County Board of Education provides a continuum of services in the area of physical education for those students with limited mobility and/or restrictions due to physical needs or limitations. The program consists of (1) modification and/or adaptation to the mainstream physical education class, (2) consultant services from motor development specialist, (3) adapted physical education/motor development classes.

Please fill out and return. (A release of records form is attached.)

1. Handicapping condition:

2. List any limitations, restrictions, and recommendations:

3. Check off those activities in which the student may participate:

   - Aerobic dance
   - Archery
   - Badminton
   - Basketball
   - Bocce Ball
   - Bowling
   - Fitness activities
   - Flag football
   - Golf
   - Gymnastics
   - Handball
   - Horseshoes
   - Jogging
   - Racquetball
   - Rope jumping
   - Shuffleboard
   - Soccer
   - Softball (slow)
   - Table tennis
   - Track and field
   - Volleyball
   - Walking
   - Weightlifting
   - Wrestling

   ____________________________________________  __________________________
   Physician's Signature                      Date

Revised 8/91, 11/
IV. HEALTH RELATED MATTERS
FIRST AID AND HEALTH CARE

Section 7-401 of the Public School Laws of Maryland states that each county board of education, with the assistance of the county health department, shall provide adequate school health services, instruction in health education, and a healthful school environment.

Emergency care rendered in the school setting is limited to immediate and appropriate assistance necessary for the prevention of further suffering or injury and includes expeditious transport for definitive treatment in the best available setting.

Although the responsibility for children’s health and safety during school hours has been delegated to the school by the community, parents/legal guardians are considered to have primary responsibility for children’s health. Therefore, the plan for health care of children in school should be governed by parental concerns, local policies, and should be in compliance with COMAR13A.05.05.

In order to meet these conditions the Carroll County Board of Education has adopted Policy JLCE and the administrative regulations to implement it. It is the principal’s responsibility to assure that this policy and its administrativeregulations are followed.

I. Policy JLCE and Regulations-First Aid and Health Care

A. Board policy JLCE states, “Carroll County Board of Education is committed to provide a safe and healthful environment for their students. In order to maintain this environment the Board will employ trained, licensed personnel to administer first aid and health maintenance care. The Superintendent shall develop regulations and proceduresto implement this policy.”

B. Health Personnel for Schools

Each school in Carroll County will have a trained licensed nurse assigned to provide first aid and health care to students. The licensed person assigned to each school will be trained at least as a licensed practical nurse. For schools where medical assessments are required due to the nature of the health status of one or more students, the trained licensed person will be a registered nurse.

C. Emergency Procedure Card

No less than annually, a parent/legal guardian will be required to complete and submit to the school an accurate emergency procedure card for each child enrolled. The emergency procedure card will include pertinent health information as well as identification of appropriate contacts for the school personnel for incidents involving their child. A copy of this card shall accompany the student in the event he/she needs to be transported to a health care facility unless he/she is transported by the parent/legal guardian.

D. Health Manual

The Supervisor of Health Services, with input from the staff of the school system and the Carroll County Health Department, will develop, maintain and revise a health manual. This manual will contain procedures for the delivery of first aid and health maintenance for students.

E. First Aid

1. Injuries and illnesses will be referred to the school nurse for assessment.
2. Appropriate health care will be administered by the school nurse.* If there is any doubt regarding the implication of the care, the nurse shall seek the advice of the principal.
3. Appropriate documentation shall be maintained for health care administered.
4. A parent/legal guardian will be notified of all illnesses and injuries, which affect his/her child while at school.
5. In the event of an emergency transport to a medical care facility, the principal/designee will be promptly notified. The principal/designee will notify the Superintendent's office. The nurse will notify the office of the Supervisor of Health Services.

6. The nurse will send the appropriate documentation of all serious injuries and illnesses to the Supervisor of Health Services.

F. Health Maintenance

1. Treatments and medications will be administered by the school nurse or delegated by the nurse to an appropriately trained staff member.*

2. Prior to administering any treatment or medications, the parent/legal guardian shall have provided the school with the appropriately signed physician’s order and/or parent’s permission form. The order and/or the form shall be completed at least annually.

3. Parents/Legal Guardians will supply the medications, health supplies and/or equipment needed for the care of their child. (Prescription and over-the-counter medications are not to be transported to and from school by the student).

4. Parents/Legal Guardians and/or administrator will be notified should there be a problem in delivering the healthcare.

II. Emergency Contacts

The following phone numbers should be referred to when needed:

- Ambulance, Fire, Police - 911 or 410-848-4343
- Carroll Hospital Center 410-848-3000, Emergency Room ext. 6706 or 6700
- Poison Control Center 1-800-222-1222
- Carroll County Health Department 410-857-5000, 410-876-2152, or 410-875-3390
- The 911 emergency assistance service is in operation throughout Carroll County. Use the 911 service for fire and ambulance assistance in all schools. Also, police assistance from the Westminster City Police can be obtained through 911.

* Specific procedures regarding notification, delivery, and documentation of health care can be found in the CCPS Health Manual. Each school has a minimum of 2 copies of the current manual.

Revised 8/98, 8/04
MARYLAND TEMPERATURE RESTRICTIONS

I. During the winter months, the State of Maryland will set thermostats in all public buildings at 65°F resulting in a colder environment as compared to previous years. The following recommendations are offered to avoid discomfort to occupants of public buildings who are restricted to 65°F, particularly schools.

A. **Dress:** Dress warmly. Layers of light clothing have better insulating effect than a single thick layer. Undergarments should be of natural fiber. Garments that become wet due to rain or snow should be removed to avoid chilling. In schools, spare clothing should be kept available for such emergencies.

B. **Activities and Exercises:** Increased activities and exercise increase metabolic heat and help maintain comfort. In schools, a short period of 5 to 10 minutes of mid-morning active games or exercises in the classroom will achieve this end.

C. **Diet:** A well-balanced diet starting with a good breakfast will provide fuel for the production of metabolic heat. Warm beverages at breakfast and lunch are helpful.

D. **Ventilation:** Adequate ventilation is necessary for maintenance of a healthy environment. Cold environments do not of themselves contribute to communicable diseases but poor ventilation or overcrowding does increase risk.

E. **Special Problems**

   1. **Physically or mentally handicapped children:** Most facilities providing care exclusively to handicapped individuals are exempt from the regulations. These exemptions, however, apply primarily to special education centers and not to children who have been mainstreamed.
   2. **Areas which may need higher temperatures, such as swimming pools and changing rooms,**
      are exempt from the regulations.
   3. **Poorly Insulated Areas:** Areas with poor insulation, drafts around doors and windows, etc., may need to be repaired to avoid inefficiency and discomfort. Checking temperatures at different points throughout the building may help to pinpoint these problems. During summer months, the regulations generally require thermostats to be set no lower than 78°F for cooling. Once again, there are many exemptions available for special populations.

II. The following recommendations are offered to avoid discomfort during summer months when thermostats are set no lower than 78°F for cooling.

A. **Drink plenty of water and liquids particularly during periods of strenuous activity.**

B. **Dress lightly.** Loose fitting, absorbent, natural fibers reduce body temperatures by allowing the cooling effect of evaporation of perspiration. Light colors reflect heat away from the body.

C. **Get plenty of rest and sleep and avoid overexertion during periods of extreme heat and humidity.**

D. **Eat a well-balanced diet.** Do not increase salt except under medical advice.

E. **School children exercising outdoors in extremes of heat and humidity must be provided with ample opportunity for rest in cool areas, as well as an ample supply of water.** Refer to CCPS Health Manual for signs, symptoms and treatment of heat exhaustion and heat stroke.

F. **Food Storage:** School lunches and other prepared foods should not be allowed to stand at room temperature for long periods of time. All foods should be refrigerated as soon as the meal is over. Additionally, foods that are heated should be kept hot and foods that are meant to be cold should be kept cold.
COMMUNICABLE DISEASE

I. Board of Education Policy EA states:

The Carroll County Board of Education recognizes its responsibility to provide educational programs and services for all children residing in Carroll County, and further recognizes its responsibility to provide a safe and healthful environment for both students and staff.

With appropriate assistance from the Carroll County Health Department, and based on the best current information from the Center for Disease Control and the Maryland State Department of Health and Mental Hygiene, the Superintendent of Schools shall establish administrative regulations to assist school personnel in controlling the spread of communicable diseases within the school environment. The Superintendent shall also establish enrollment and employment procedures which meet all legal and statutory standards.

II. Regulation

A. The teacher of any public school shall report an occurrence of a reportable disease, condition, outbreak or unusual manifestation to the principal or designee, who immediately shall transmit to the health officer a report of a child who appears to be affected with a reportable communicable disease or has been exposed to a reportable communicable disease. (COMAR 10.06.01.04)

B. It shall be the duty of the Director of Student Services or the Director’s designee, through the power delegated by the Carroll County Health Officer (letter dated August 5, 1997) to exclude from the Carroll County Public School System any child or person affected or suspected to be affected with a communicable disease. Each principal may determine when persons should be excluded because of a communicable disease. Where a question exists to exclude a person or not, the principal shall consult with the Director of Student Services.

C. The Carroll County Health Officer or the Officer’s designee shall be notified of all persons excluded from school due to a communicable disease and take such steps as deemed necessary for the prevention of the spread of the disease.

D. Standard precautions should be used when handling the body fluids of any individual to help to prevent the spread of any communicable disease.

E. Certain communicable diseases are transmitted by blood, i.e. HIV and Hepatitis B.

1. When accidental exposure to body fluids containing blood occurs between a student and another individual during a school sponsored activity, the school administrator or his/her designee shall notify the parent/legal guardian of the exposure.

   a. This information shall include:

      • nature of the incident
      • injury to the child
      • treatment given
      • recommendation to possibly seek medical follow-up
      • names of other students involved

   b. The names, phone numbers, and addresses of students will be shared with prior parental approval.
2. When accidental exposure to body fluids containing blood occurs between a staff member and another individual, exposure guidelines outlined in Carroll County Public Schools Exposure Control Plan shall be followed.

F. More information is included in the Health Manual, Section II - Communicable Disease.

III. Regulations for Students Who Have AIDS or Who are HIV+

A. Human Immunodeficiency Virus (HIV) is the viral agent responsible for Acquired Immune Deficiency Syndrome (AIDS). Symptomatic HIV refers to the clinical symptoms observed in people infected with HIV. AIDS refers to specific diseases, as defined by CDC, seen in persons who have been infected with HIV. The best available medical and scientific evidence indicates that HIV is transmitted through blood and certain other body fluids. Practicing standard precautions as mentioned in II. above and described in MINIMIZING THE TRANSMISSION OF COMMUNICABLE DISEASES helps to prevent the spreading of any communicable disease, including HIV. Casual person-to-person contact, such as occurs among students and staff members in the Carroll County Public Schools, poses no risk of transmitting HIV.

Several federal and state laws, most notably § 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA), govern treatment of HIV-positive (HIV+) students. An HIV+ student is considered an “individual with a disability” under the ADA.

B. General Rule

An HIV+ student who, with reasonable accommodations, if necessary, (1) meets the essential eligibility requirements for the receipt of services and participation in programs, and (2) does not pose a direct threat to others, must be given the same access to such services and programs as students who are not disabled. No student shall be denied the opportunity to attend school or take part in school activities solely because such student has been diagnosed as having AIDS or HIV.

1. Eligibility requirements must not contain criteria that tend to screen out HIV+ students from fully and equally enjoying access to all programs, unless such criteria can be shown necessary for the provision of the program.

2. Reasonable accommodations include adjustments to rules, policies, or practices; removal of architectural, communication, or transportation barriers; and the provision of auxiliary aids and services.

3. When determining the reasonable accommodations necessary for an HIV+ student, an individualized inquiry should be conducted. This inquiry should include contact with the student’s parents/legal guardians and physician, public health officials, or others concerning reasonable accommodations that might be implemented. The process of investigating and deciding all matters of reasonable accommodations shall be conducted only by the Director of Student Services or persons designated by the Director. All decisions shall be made according to the most current medical and scientific evidence.

4. Direct threat means a significant risk of substantial harm to the health or safety of the individual or other that cannot be eliminated or reduced by reasonable accommodation.

   a. If it appears that a direct threat may exist, the Director of Student Services or persons designated by the Director should make direct inquiries to the student’s parents/legal guardians, physician, public health authorities, or others who can help determine the risk according to the most current medical and scientific evidence.

   b. If a direct threat does exist, it is necessary to investigate whether reasonable accommodations can prevent the risk. If reasonable accommodation brings the risk within acceptable limits, no further action is permitted or required. If no reasonable
accommodation is possible, the student should be removed from the position in which he/she poses a direct threat to others.

C. Implementation

1. Each school must adhere to federal and state law regarding the privacy rights of students and parents/legal guardians. Information concerning students who are known or suspected to be HIV+ will be treated confidentially, and only those persons who need such information to insure proper care for the child will be told. Questions about the possible presence in school of an HIV+ child should be referred to the Director of Student Services.

2. When administrators or supervisors are unsure about any of the following factual and legal issues, they should direct the appropriate inquiry to the Director of Student Services:
   a. Whether particular eligibility criteria tend to impermissibly screen out HIV+ students;
   b. Whether a particular accommodation is reasonable;
   c. Whether a particular student poses a direct threat to others;
   d. Any other factual or legal issue about which the staff member is unsure.

3. All inquiries about a student’s HIV status, including all questions concerning (1) an HIV+ student’s ability to meet eligibility requirements and (2) whether a student poses a direct threat to others, shall be made only by the Director of Student Services or persons designated by the Director. Questions about the possible presence in school of an HIV+ child should be referred to the Director of Student Services.

4. The Director of Student Services and/or the Director’s designee will make decisions regarding students who are HIV+ or have AIDS. Consultations will occur as needed. Topics may include reasonable accommodation, eligibility requirements, threat to the student or others, and confidentiality issues. Persons to be consulted may include one or more of the following: the student’s physician, the student’s parent/legal guardian, the Chief Health Officer from the Carroll County Health Department, the Assistant Superintendent and others as appropriate.

5. All decisions regarding HIV+ students shall be made on the basis of the most current medical and scientific information.

6. No action of any kind, based on knowledge of suspicion HIV infection, shall be taken except with the prior approval of the Director of Student Services or person designated by the Director.

7. The name and address of any symptomatic HIV+ student must be reported within 48 hours in writing by the Director of Student Services to the Carroll County Public Health Officer on a form provided by the Officer. HIV infection alone shall not be reported.

8. Any decision to exclude a student from participation in any program should be reviewed by the Carroll County Public Health Officer. In the event of a disagreement, legal counsel should be consulted to determine the effect of COMAR 10.06.01.06D, which confers upon the Carroll County Health Officer authority to grant or deny approval for a carrier of communicable disease to attend school.

Revised 3/92, 8/98
MINIMIZING THE TRANSMISSION OF COMMUNICABLE DISEASE
Reference: Board of Education Policy EA

A. In order to promote a safe and healthy environment in the school, it is important to observe standard precautions when dealing with blood and other body fluids. Standard precautions dictate the need to consider all persons and all body fluids potentially infective. In order to prevent the spread of disease, certain precautions need to be observed. Hand washing is the single most important technique for preventing the spread of communicable disease and should be done frequently and thoroughly.

<table>
<thead>
<tr>
<th>Essential Steps</th>
<th>Key Points and Precautions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove all jewelry</td>
<td>Jewelry should not be worn when working with students who are ill or who require repeated physical contact and care. Microorganisms can become lodged in settings of stones of rings.</td>
</tr>
<tr>
<td>2. Wet hands with running water</td>
<td>Combines soap and water to wash hands. Running water carries away dirt and debris. Although warm water may be more comfortable and thus conducive to more thorough washing, it is no more effective than cold water in the cleansing process.</td>
</tr>
<tr>
<td>3. Apply liquid, powder or dispensable machinesoaps and lather well</td>
<td>Liquid soap or powder is preferred as bacteria can grow on bar soap and soap dishes.</td>
</tr>
<tr>
<td>4. Wash hands, using a circular motion for 15 to 30 seconds</td>
<td>Include front and back surfaces, between fingers, around nails and the entire hand area. Avoid harsh scrubbing to prevent skin breaks.</td>
</tr>
<tr>
<td>5. Rinse hands well under running water</td>
<td>Hold hands under water so that water drains from the wrists to the fingertips.</td>
</tr>
<tr>
<td>6. <strong>Important</strong>—REPEAT steps 3–5</td>
<td>All remaining bacteria and soil should now be removed.</td>
</tr>
<tr>
<td>7. Dry hands well with papertowel and discard towel immediately</td>
<td>Because frequent hand washing is advised, it is important to dry hands thoroughly and gently to avoid chapping and abrasions which might permit bacteria to enter one's system.</td>
</tr>
</tbody>
</table>

B. Each school that has in attendance a known or suspected carrier of a communicable disease should make provisions for personal and environmental cleanliness.

1. Provide ready access to handwashing facilities.
2. Provide disposable papertowels and dispose of used items promptly.
3. Provide custodial staff with a cleaningschedule based upon individual school needs.
4. Hand washing must be done:
   a. prior to direct contact with student;
   b. before eating or drinking;
c. before handling clean utensils or equipment;
d. before and after handling student's food;
e. before and after assisting or training the student in toileting and feeding;
f. before and after going to the bathroom;
g. after contact with body secretions such as blood (including menstrual), urine, feces, mucus, saliva or open wounds;
h. after handling soiled diapers, menstrual pads, garments or equipment;
i. after caring for a student with nose, mouth or ear discharges; and
j. after removal of disposable gloves.

5. All school staff members are encouraged to practice certain hygienic principles which, if followed, will help protect themselves and others from infection.

a. Maintain high personal standards of health practices such as good nutrition, rest, regular exercise and appropriate medical supervision.
b. Avoid rubbing or touching eyes.
c. Wash hands frequently.
d. Remove jewelry such as rings, dangling bracelets and earrings during working hours.
e. Use only one's own personal care items such as combs, lipsticks, etc.
f. Keep fingernails short and clean.
g. Do not kiss students.

C. Specific precautions should be taken whenever there is potential for contact with the blood or body fluids of children:

1. Disposable gloves should be worn.

2. Surfaces soiled with blood or body fluids should be immediately and thoroughly cleaned. It is advisable to cover the blood/body fluids with paper towels, flood with a solution of one cup of household bleach in 9 cups of water, and allow it to remain for at least 15 minutes before disposing of paper towels.

3. Disposable materials, i.e., gloves, paper towels, sanitary napkins, should be promptly discarded into sealable plastic bags.

4. All medical waste (i.e., disposable items contaminated with bloody or other potentially infective body fluids) should be disposed of in a special covered trashcan in the health room. These items should be chemically treated, disinfected, double bagged and disposed of in the regular trash.

5. Mops and other non-disposable cleaning materials are not recommended but if used, should be rinsed in OSHA-approved disinfectant.

6. Hands should be washed thoroughly after contact with the blood or body fluids, including after removing disposable gloves.

7. If an exposure to contaminated body fluids has occurred despite precautions, report this to the appropriate administrator and follow the post-exposure management plan. (Refer to Exposure Manual.)

Note: The wearing of disposable gloves is not a substitute for hand washing. Hands must be washed thoroughly after removing gloves.

Revised 8/92, 8/96, 8/98
HEARING AND VISION SCREENING TESTS
Section 7-404 of the Public School Laws of Maryland

I. Each county board or county health department shall provide hearing and vision screenings for all students in the public schools. Each county health department shall provide and fund hearing and vision screening for all students: 1) in any private school that has received a certificate approval under Section 2-206 of this article; and 2) in any nonpublic educational facility in this state approved as a special education facility by the department.

Unless evidence is presented that a student has been tested within the past year, the screenings required under subsection (A) of this section shall be given in the year that a student enters a school system, enters the fourth, fifth, or sixth grade, and enters the ninth grade. Further screening shall be done in accordance with the bylaws adopted by the State Board.

The results of the hearing and vision screenings required by this section shall be: 1) made a part of the permanent record file of each student; 2) given to the parents/legal guardians of any student who fails the screenings; and 3) reported to the county board or the county health department.

The county board or the county health department shall report to the Department of Health and Mental Hygiene the results of the hearing and vision screenings and, to the extent practicable, the number of students receiving the recommended services.

In cooperation with the Department of Health and Mental Hygiene, the Department of Education shall adopt standards, rules, and the regulations to carry out the provisions of this section.

A student whose parent/legal guardian objects in writing to hearing and vision screening on the ground that it conflicts with the tenets and practice of a recognized church or religious denomination of which he/she is an adherent or member may not be required to take these screenings.

II. Implementation

A. Hearing and vision tests will be administered by the hearing and vision technicians to pupils in grades K, 4, 6 and 8 and others when they first enter the school system. In addition to the grades specified, students at any grade level should be referred whenever there is a concern for vision or hearing problems. If there is a question or concern about grade 1 students, they should be included when screening is done in K and 4. The results of these tests are recorded and kept with the pupil’s cumulative folder. Parents/legal guardians will be notified of failures by health room personnel. Students with no record of follow up will be referred to the Carroll County Health Department.

B. Additional details are included in the Health Manual, Section VI.

Revised 8/98
IMMUNIZATIONS
Section 7-403 of the Public School Laws of Maryland

Immunization of the student population shall be according to the regulations prescribed in COMAR Section 10.06.04.01-.10, of the Maryland State Department of Health and Mental Hygiene which states: Pursuant to the authority conferred by The Public School Laws of Maryland, 7-403, the following regulations governing required immunizations prior to entry into a Maryland school are hereby established.

COMAR 10.06.04.03 states that except as provided in Regulations .04-.06 of this chapter, a preschool or school principal or other person in charge of a preschool or school, public or private, may not knowingly admit a student to or retain a student in a:

1. Preschool program unless the student’s parent or guardian has furnished evidence of age-appropriate immunity against Hemophilic influenza, type b, and pneumococcal disease;
2. Preschool program or kindergarten through the second grade of school unless the student’s parent or guardian has furnished evidence of age-appropriate immunity against pertussis; and
3. Preschool program or kindergarten through the 12th grade unless the student’s parent or guardian has furnished evidence of age-appropriate immunity against:
   a. Tetanus;
   b. Diphtheria;
   c. Poliomyelitis;
   d. Measles (rubella);
   e. Mumps;
   f. Rubella;
   g. Hepatitis B; and
   h. Varicella.

A. First Time/Out-of-State/and Private School Enrollee

1. *Prior to a student entering school, the parent/legal guardian shall provide evidence that the child is immunized per the immunization schedule. This information must have a date completed and the signature and job title of the person who completed the form (stamped signatures are acceptable; a parent/legal guardian signature is not acceptable.) If information is on any other form than DHMH 896, it must be copied to that form and the original attached. If any identifying information is missing from the top two sections of the DHMH 896, it shall be completed at the time of entry. This completed record shall be kept in the student’s health folder.

2. If parents/legal guardians do not have evidence of proper immunization and a student has been attending another school, a representative of the enrolling school shall call the previous school to obtain verification of the student’s immunization status. Dates of all immunizations must be obtained and recorded by the enrolling school representative on a DHMH 896 form. The person obtaining this information shall sign and date the DHMH 896 and indicate the source of the information. This will temporarily admit the student for twenty days, pending receipt of the official records. This shall be done prior to admitting the student to the school. At this time, a release of information form should be signed by the parent/legal guardian to facilitate obtaining the written records from the previous school. Parents/legal guardians should also be made aware that if the records are not received from the previous school within the twenty-day time limit, the student will be excluded from school at that time. It is the parent’s/legal guardian’s responsibility to supply immunization records. The school nurse
or other school official will work closely with the parent/legal guardian to facilitate obtaining these records.

B. Maryland Public School Transfer Students

1. All students shall present official certification of age-appropriate immunization or certification of exemption in order to enroll in school. Homeless students shall be admitted even without records. All attempts should be made to obtain records or recreate them, but the student shall not be excluded due to lack of records. Carroll County Health Department can assist with recreation of Immunization records. Contact the Pupil Personnel Worker for assistance, if necessary.

2. If the student does not have written certification, a representative of the enrolling school shall call the previous school to obtain verification of immunization status. This shall be done prior to admitting the student to school.

3. If unable to verify through the previous school a release of information form shall be signed by the parent/guardian authorizing the school to obtain the information from the healthcare provider.

4. If verification cannot be obtained, the student shall not be admitted even for one day. The parent/legal guardian should be directed to call the Carroll County Health Department if the records have been lost or destroyed. The CCHD will help to recreate the records and/or administer the needed immunizations. An appointment must be made within the twenty-day time frame to recreate the records. The student may be temporarily admitted once the school has written proof of an appointment.

5. If official records have not been received after 15 days, the parent/legal guardian should be notified and informed of this.

6. If records are not received, the student shall be excluded on the 21st day. Once written verification is obtained, the student may return to school.

C. Foreign Exchange Students or Foreign Students: Shall not be admitted, even for 1 day, without official certification of immunization.

D. Students whose immunization records are present, but not in compliance with the immunization requirements for the state of Maryland, must present the school with written proof of an appointment to obtain the necessary immunizations. A parent/guardian may provide evidence of the appointment via an appointment slip or note from a healthcare provider's office, a verbal or written statement signed by the parent/guardian that contains an appointment date, or a verbal written statement by the parent/guardian indicating the parent/guardian's intent to attend a local health department immunization clinic. Verbal statements shall be documented on the "Evidence of Appointment to Obtain Required Immunizations" form found in the Student Services Manual. This appointment must be within the allowed 20-day grace period. Students shall not begin school without this proof of appointment. If the student cannot receive these immunizations within the 20-day time an appropriate time line must be set up to assure that immunizations are obtained by a health professional. Failure to adhere to this time line will result in immediate exclusion from school. If lack of adherence due to an acute illness verified by a physician, a new appointment shall be made. Written proof of this must be presented to the school. Failure to keep the subsequent appointments will result in immediate exclusion.

E. Homeless Students – Students who are identified as homeless according to COMAR 13A.05.09.05 may not be denied enrollment due to immunizations. COMAR states: “The school shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. If the child or youth needs to obtain immunizations, or immunizations or medical records immediately refer the parent or guardian of the child or youth to the local school systems coordinator, who shall assist in obtaining necessary immunizations, or medical records. The school may not bar enrollment of the homeless student until it has made a diligent effort to assist the parent with obtaining necessary immunizations or record of prior immunization.”
Military Children - In compliance with House Bill 306, effective July 1, 2009, students of parent(s) on active duty who have been relocated due to the frequent movement and/or deployment of their parent(s) shall be given thirty (30) days from the date of enrollment for the student to obtain any immunizations required by the receiving state. For a series of immunizations, the initial vaccination must be obtained within this thirty (30) day time frame with proof of a follow-up appointment for the next immunization in the series. Enrollment shall not be delayed due to lack of such immunizations.

II. .04 Medical Contraindications

Any pupil who presents a written statement from a licensed health care provider indicating that immunization against any or all of the above mentioned diseases is considered medically contraindicated, detrimental to, or not in the best interest of the child's health shall be considered in compliance with the regulations. The statement shall indicate whether the contraindication is permanent or temporary. If temporary, the statement shall provide assurance when the child will receive the immunization(s) and furnishes evidence of their completion.

III. .03 Religious Conflict

A. Any parent/legal guardian who objects to immunizations upon the grounds that they conflict with the parent’s/legal guardian’s bona fide religious beliefs and practices will not be required to present a physician’s certificate of immunization in order that the child be admitted to school. The parent/legal guardian shall sign the DHMH 896 in the section designated “Religious Objection.” This exception will not apply in case of an emergency or epidemic of disease which is declared by the Secretary, or a designee of the Secretary of Health and Mental Hygiene. The student may be excluded from school, if deemed necessary by the county health officer.

B. Each school, public or private, shall maintain a current list of all students enrolled who have an exemption to immunizations on religious grounds.

C. Annually, by November 15th, each school, public or private, shall report to the Secretary of Health and Mental Hygiene the number of students enrolled in all grades, with a religious exemption.

IV. .07 Vaccine Provision

A. If for any reason a parent/legal guardian is not able to obtain the service of a private physician, he/she may take his/her child to the local health department where such immunizations will be provided.

V. .10 Responsible Agencies

Responsibility for carrying out the provision of this chapter is delegated jointly to the local superintendents of schools, and state health officers.
Dear Parent/Guardian:

COMAR10.06.04.06 provides the conditions under which a school may temporarily admit or retain a student as it relates to their compliance with required immunizations for school. According to COMAR, in order to admit or retain a student temporarily, the student’s parent or guardian shall present evidence of a student’s appointment with a health care provider or local health department to receive a required immunization; reconstruct a lost record; or acquire evidence of age-appropriate immunity. It further requires that the date of the appointment must not be later than 20 calendar days following the date the student was temporarily admitted or retained. The parent/guardian must present evidence of an appointment prior to admittance/retention.

Please complete the information below:

School Name: __________________________

Name: __________________________ Student Name: __________________________

Student Date of Birth: __________________________

Appointment Date: __________________________

Health Care Provider Name: __________________________

Health Care Provider Telephone Number: __________________________

Health Care Provider Fax Number: __________________________

I am aware that my child must keep this appointment and obtain the required documentation of immunization or he/she will be excluded from school the day after the appointment date.

__________________________ __________________________
Parent/Guardian Name (Print Name) Telephone Number

__________________________ __________________________
Parent/Guardian Signature Date

__________________________ __________________________
Received By: Date:
IMMUNIZATION REQUIREMENTS FOR SCHOOL ENTRANCE

Subject to the exceptions set forth in Maryland School Immunization Regulations (10.06.04) Sections .04 and .05, students shall present evidence of age-appropriate immunizations. Students not exempt from these regulations shall continue to receive age appropriate immunizations until all immunizations are complete.

I. The following are the immunization requirements for students in any grade through twelfth in a Maryland public or private school.

A. **Student in Preschool.** In order for the immunization status of a student enrolled in a preschool to be complete, the student shall provide proof of the following immunizations:

- Prevnar, Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella, Hepatitis B, and Varicella — Minimum Number of Doses Required, see Health Services Manual – Immunizations

B. **Student in Kindergarten through Twelfth Grade.** In order for the immunization status of a student enrolled in Kindergarten through twelfth grade to be complete, the student shall provide proof of the following immunizations:

1. **Diphtheria, Tetanus, Pertussis** (DTaP/DTP/Td/DTP/Td): Four doses for students less than 7 years old; three doses for students 7 years and older.
2. **Tdap:** One dose is required for all students entering 7th grade.*
3. **Meningococcal Vaccine:** One dose is required for all students entering 7th grade.*
4. **Measles, Mumps, Rubella:** Two doses of live virus vaccine are required.
5. **Polio** (oral or Injectable): Three doses for students less than 18 years old; no doses for those over 18.
6. **Hepatitis B:** Three doses of vaccine are required.
7. **Varicella:** A two dose requirement will be phased in beginning September 2014. Currently (2013) students who are 13 years or older who have not been previously immunized for varicella are required to have two doses of varicella vaccine. Medical diagnosis of varicella disease is acceptable in lieu of vaccination. Documentation must include month and year. In the absence of documentation, a medical provider or local health department may verify immunity via blood test, **but revaccination may be more expedient.** See Schedule of implementation:

<table>
<thead>
<tr>
<th>Date (Month/Year)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2014</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>September 2015</td>
<td>Kindergarten, 1</td>
</tr>
<tr>
<td>September 2016</td>
<td>Kindergarten, 1, 2</td>
</tr>
<tr>
<td>September 2017</td>
<td>Kindergarten, 1, 2, 3</td>
</tr>
<tr>
<td>September 2018</td>
<td>Kindergarten, 1, 2, 3, 4</td>
</tr>
<tr>
<td>September 2019</td>
<td>Kindergarten, 1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>September 2020</td>
<td>Kindergarten, 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>September 2021</td>
<td>Kindergarten, 1, 2, 3, 4, 5, 6</td>
</tr>
<tr>
<td>September 2022</td>
<td>Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>September 2023</td>
<td>Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9</td>
</tr>
<tr>
<td>September 2024</td>
<td>Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>September 2025</td>
<td>Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11</td>
</tr>
<tr>
<td>September 2026</td>
<td>Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
</tbody>
</table>

*Meningococcal immunization vaccine and Tetanus-diphtheria-acellular pertussis (Tdap) immunization vaccine phasing is schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2014</td>
<td>7</td>
</tr>
<tr>
<td>September 2015</td>
<td>7, 8</td>
</tr>
<tr>
<td>September 2016</td>
<td>7, 8, 9</td>
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<tr>
<td>September 2017</td>
<td>7, 8, 9, 10</td>
</tr>
<tr>
<td>September 2018</td>
<td>7, 8, 9, 10, 11</td>
</tr>
<tr>
<td>September 2019</td>
<td>7, 8, 9, 10, 11, 12</td>
</tr>
</tbody>
</table>
A. The requirements will be enforced for all children enrolled in pre-school centers through twelfth grade programs.

B. Children will be excluded from school on opening day if they have not received at least one dose each of the required vaccines.1

C. A clinical history of rubeola or rubella will not satisfy the requirements. Antibody levels must be demonstrated through an HAI blood test, which is performed by the Maryland State Laboratory to support a clinical diagnosis. This blood test, as well as the immunizations, may be obtained from your family physician or the local health department.

D. All doses of measles, mumps, and rubella and varicella vaccines should be given on or after the first birthday. However, upon record review for students in Preschool through 12th grade, a preschool or school may count as valid vaccine doses administered less than or equal to four (4) days before first birthday. Recipients of these vaccines before this time must be re-immunized or furnish results of an HAI test, which indicates detectable antibodies.

E. It is currently recommended that measles vaccine be administered at 15 months of age and again between 4 and 5 years of age.

F. If immunizations are not given due to medical contraindication, the physician must state the reason for the exemption and the length of time the restriction will apply.

G. A health officer can require exclusion of a student (K-12) without proof of two measles immunizations when a diagnosed or suspected case of measles in a school.

H. Homeless students may not be denied entrance to school due to lack of records. (see Determining Homeless).

Please note: There are two letters available to notify parents/legal guardians of lack of compliance with state requirements. (See Health Manual, Section V.).

Letter#1: To be sent to parents/legal guardians when immunizations are found to be incomplete, at the time of registration.

Letter#2: To be sent to parents/legal guardians when immunizations are found to be incomplete by the immunization representative of the Maryland State Immunization Program.

Revised 8/95, 8/97, 7/01, 7/06
I. Regulation

Students will be permitted to leave school to keep medical and dental appointments.

II. Implementation

Students and/or parents/legal guardians who request that a student be absent from school for either a part of a day or an entire day of school must conform to established procedures devised by the school administration.

Such absences should require a note with the signature of a parent/legal guardian and be coded properly as would any other absences.

Revised 8/91, 7/05
MEDICATION FOR STUDENTS

I. In School

The Carroll County Board of Education feels that, if possible, alternative plans should be made to avoid the administration of medications in schools. Parents/Legal Guardians should be encouraged to consult with their physician to discuss the possibility of administering medication either before or after school. In most cases, these arrangements can and should be made. If alternative plans cannot be made, parental consent and instructions must be obtained before any medication can be given. Prescription medications also require a physician’s written order. Medications must be in their original container and clearly marked for the particular student.

All medications must be transported to and from school by a responsible adult. Unauthorized transport of medication by a student is a violation of our drug procedure (See Health Manual, Section IV).

II. Out of School or Non-School Hours

The Board of Education will make every effort to provide personnel to administer medications to the student during non-school hours, while away from the building for field trips, or athletic events including practices, etc. If a trained member of the school staff is with the students then routine medication procedures will continue. If no trained staff is available to administer medication, parents/legal guardians should be informed and given the following options:

A. To attend the event with the child (this should be strongly encouraged especially with younger children). The parent/legal guardian will be responsible for their child’s medication needs.

B. Allow the student to self-administer their medication. This can only be done with written permission from the parent/legal guardian and the student’s physician. (Child’s level of maturity and physical readiness, as well as the seriousness of the consequences of the medical condition must be considered before this option is suggested.)

C. If a staff member will administer the medication, the staff member will be trained in the use of the medication.

D. Routine oral medications will be individually packaged with appropriate directions and will contain the following information:

   1. Student’s name
   2. Name of medication
   3. Dose
   4. Time to be given

E. Routine inhalers (MDI) will be in the original container and marked for that student. A copy of the physician’s order will accompany the medication. These orders will contain:

   1. Student’s name
   2. Name of medication
   3. Dose
   4. Time to be given
F. Emergency medications (i.e. EpiPen for severe allergy) will be in the original container and marked for that student. A copy of the physician’s order will accompany the medication. Emergency medications will be administered according to physician’s order and immediate medical care sought, i.e. 911 or follow-up by on-site medical personnel. School and parents/legal guardians will be notified at the time of the incident, if possible. If not notified immediately, notification must take place as soon as possible.

G. In the absence of a parent/legal guardian, the responsibility for medication administration, if delegated, shall only be to an employee of the Carroll County Public Schools.

III. Students may carry and self-administer inhalers and other emergency medications for the treatment of asthma and other airway constricting diseases. Appropriate documentation must be on file. The school nurse must assess the student’s knowledge and ability to self-administer the medication. Non-compliance by the student may result in disciplinary consequences.

NOTE: Except for EpiPen administration, no medication by injection, or via tube into a body cavity may be delegated to non-licensed staff.

Revised 8/96, 8/98, 8/02, 8/03, 8/04, 7/05
As of July 1, 1990, students entering Maryland Public Schools for the first time are required to receive a physical examination by a licensed physician or a certified nurse practitioner. This physical shall be performed no earlier than nine (9) months before starting school or no later than six (6) months after entering the public school system. (There is no exclusion penalty for non-compliance.)

A record shall be kept of all physicals received by new students. A report shall be sent to the Carroll County Health Department listing the number of new students not receiving a physical, noting the reason for lack of compliance.
I. Background

Due to advances in medical technology, more medically fragile children are attending our schools. An issue with some of these students may be a physician’s order and a parent’s/legal guardian’s request not to resuscitate such a student in a time of medical crisis.

II. Board Policy JLCG states:

In meeting its primary focus to provide an education for all students, the Carroll County Board of Education is committed to a safe and orderly climate. Although the schools are not health care facilities, the Board recognizes that students with potentially life-threatening health problems may attend the Carroll County Public Schools and that some parents/legal guardians or guardians may present the school system with “Do Not Resuscitate” (DNR) orders asking the schools to deliberately withhold Cardiopulmonary Resuscitation (CPR) from their children. Pursuant to an opinion of the Maryland Attorney General issued May 13, 1995, the Board of Education will accept DNR Orders, which are consistent with the Attorney General’s opinion and refrain from medical interventions pursuant to the orders. Parents/legal guardians and physicians will be required to provide a complete explanation of the exact scope of DNR Orders and will be required to renew or update the orders on a regular basis. Appropriate school personnel will be made aware of students with DNR Orders.

The Superintendent will develop procedures to implement this policy.

* A copy of the Attorney General’s opinion regarding DNR’s, issued May 13, 1994, will be available upon request.

Approved: 7/93
Revised: 9/94

III. Definitions

A. “Do Not Resuscitate” Order - A written physician order on the Maryland Emergency Medical Services Palliative Care/Do Not Resuscitate (DNR) order form stating that Cardiopulmonary Resuscitation and other invasive medical procedures are not to be administered in the event of life-threatening medical episode with an individual.

B. Health Services Professional - A physician, certified nurse practitioner, or registered nurse with experience and/or special training in working with children and families in school health programs.

C. EMS Palliative Care/DNR Medical Protocol - Standardized health care guidelines from the Maryland Institute for Emergency Medical Services Systems within the State of Maryland to provide reassurance and comfort to an individual who is experiencing a life-threatening medical episode. The guidelines do not include the use of CPR or other invasive life-sustaining medical procedures. The individual is provided with comfort measures.

D. Maryland Emergency Medical Services Palliative Care/Do Not Resuscitate (DNR) Order Form - An official, numbered order form with a coinciding numbered personal identification bracelet that is used to identify an individual with a valid DNR Order. If 911 is called and the order form or bracelet is shown, life support will not be given by emergency personnel. Comfort measures will be administered.

E. MOLST (Medical Orders for Life Sustaining Treatment): Orders signed by a physician or Nurse Practitioner, licensed in the state of Maryland that include medical orders for emergency medical
Services (EMS) and other medical personnel regarding CPR and other life sustaining treatment options for a specific person. It is valid in all health care facilities and programs throughout Maryland.

IV. Administrative Regulations

The following procedures will be followed when parents/legal guardians present a school with an EMS Palliative Care/Do Not Resuscitate (DNR) Order (hereafter referred to as a DNROrder):

A. A time will be set as soon as possible for the parents/legal guardians to meet with school representatives to discuss the DNR Order for their child. Representatives should include but not be limited to the Supervisor of Health Services, the principal of the school and the school nurse. The parents/legal guardians will be requested to bring a copy of the DNR Order and clarification in writing about the exact scope of the DNR Order, including an explanation of which medical treatments are authorized to be given in school. The parent/legal guardian will be asked to sign a release of information form to allow school representatives and the physician(s) to share information or seek clarification of orders. It is the responsibility of the parents/legal guardians to provide the school with DNR Orders. No DNR Order shall be followed until an official DNR Order is presented to the school.

B. The designated school health services professional will make appropriate school and central office personnel aware of the DNR Order and the procedures for dealing with the child in the event of cardiac arrest. In most situations, the personnel who should be provided with notice of the DNR Order are the child’s teacher(s), classroom assistant(s), school nurse, school counselor, administrator(s), and transportation personnel.

C. An individualized nursing care plan for emergency and routine care consistent with the DNR Order shall be prepared by the designated school heath services professional. This plan shall be attached to the DNR Order. All persons who are involved in the care of the student should be aware of the locations of the entire plan, and have a copy of the section for which they are responsible. A copy of the plan shall be sent to the parents/legal guardians and the attending physician. The DNR Order shall be effective when all documentation is present, approved and appropriately signed.

D. If the student has a private duty nurse present during school hours, that nurse must follow the Carroll County Public School procedures for DNR/Palliative Care orders. He/she must also follow the nursing care plan developed by the Carroll County Public School health services professional. It is the responsibility of the principal or his/her designee to assure this information is shared with the privateduty nurse.

E. Parents/Legal Guardians are responsible also to inform the local emergency personnel of DNR Orders. (Emergency personnel will not honor DNR Orders without an EMS Palliative Care/DNR Order or valid bracelet. Parents/Legal Guardians may wish to discuss this with their physician.)

F. Students with EMS Palliative Care/DNR Orders and valid bracelets need to carry one or both of these with them at all times.

G. DNR Orders will be reviewed by appropriate staff members prior to September 1 and February 1 each school year. An additional review will occur prior to the start of summer school, if the student is enrolled in such a program.

H. The appropriate school staff shall contact the parent/legal guardian at the beginning of each school year to determine if any updates are needed for the nursing care plan.

I. Information regarding the DNR Orders shall follow the student when he/she changes schools.
J. The EMS Palliative Care/DNR Order may be revoked by the physical cancellation or destruction of the DNR Order form and bracelet with the consent, in writing, of the parent/legal guardian who signed the original order. The parent/legal guardian shall be required to complete and sign a form entitled “Cancellation of EMS Palliative Care/DNR Order and Bracelet” at the time of cancellation or destruction of the EMS Palliative Care/DNR Order and to provide this fully executed cancellation form to the principal of the school. The parent/legal guardian must come to the school to revoke the EMS Palliative Care/DNR Order and bracelet. The original DNR Order form and bracelet will not be mailed from the school in order to effect a revocation.

K. Should a student with a DNR Order suffer a cardiac arrest at school, the following procedures shall be followed:

1. The school nurse, administrator and/or person in charge shall be called to the site of the emergency.

2. The classroom or area shall be cleared of spectators, including students, or the child moved from the area, depending upon the situation.

3. 911 shall be called. The DNR Order will be presented to them upon arrival and care turned over to the emergency crew.

4. The individualized nursing care plan will be followed. CPR shall not be administered. Child shall be comforted.

5. The parents/legal guardians shall be called. If the parents/legal guardians cannot be reached, the Maryland State Police will be requested to assist in locating the parent/legal guardian.

L. Should a student with a standing DNR Order suffer a cardiac arrest while under the supervision of Carroll County Public Schools, but not at school, the following procedures shall be followed:

1. DNR Order with individualized nursing care plan attached shall accompany a student.

2. The person in charge or the nurse in attendance shall be called to the site of the emergency.

3. The student shall be removed from the area or shielded from the view of others if practicable.

4. The individualized nursing care plan will be followed. 911 shall be called as soon as possible. CPR shall not be administered. The child shall be comforted.

5. The school and parents/legal guardians shall be called. If the parents/legal guardians cannot be reached, the Maryland State Police will be requested to assist in locating the parent/legal guardian.

6. Once local emergency services personnel arrive, all care will be turned over to the emergency crew.

M. MOLST forms contain instructions for CPR as well as other life sustaining measures, such as, artificial ventilation, artificially administered fluids and nutrition, etc. It is signed by the physician or nurse practitioner caring for the person. Parents may present a MOLST form in place of a DNR/Palliative Care order. Either form is valid.

N. Should a student with a DNR Order reach the age of majority (18) prior to completion of school enrollment, contact the Student Services Department for further instructions.

Revised 12/13
I, the undersigned individual, am the authorized decision maker under Health Care Decision Act for ____________________________

(Name of student). This will acknowledge that I am revoking the EMS Palliative Care/DNROrder and Bracelet for ____________________________

(Name of student) by physical cancellation or destruction of the EMS Palliative Care/DNROrder and Bracelet.

__________________________________________  _____________________
Authorized Decision Maker                      Date

__________________________________________  _____________________
Witness (School Official)                       Date

__________________________________________  _____________________
Witness (School Personnel)                     Date

Revised 8/95
HEALTH SERVICE PRACTICES AND PROCEDURES

Pregnancy

The Annotated Code of Maryland Regulations (COMAR) HG §20-102 states, “A minor has the same capacity as an adult to consent to...(3) treatment for or advice about venereal disease, (4) treatment for or advice about pregnancy and (5) treatment for or advice about contraception other than sterilization...” In light of this regulation and the Attorney General’s Opinion 91-019, 1991 MD AG LEXIS 21, the following procedures will be followed:

A. Any student who confides that she thinks she may be or is pregnant, will be referred to the school nurse.

B. Upon referral, the school nurse shall use professional knowledge and judgment in determining if the fact of the pregnancy shall remain confidential.

C. The nurse will determine if the student is under medical care and/or if her parents/legal guardians are aware of the pregnancy.

1. If under medical care, the nurse will only treat the physical symptoms presented.

2. If the parents/legal guardians are not aware of the pregnancy, the nurse shall encourage the student to involve the parent/legal guardian as soon as possible and offer to assist the student, if necessary. This assistance could include helping the student set a time to inform her parent(s)/legal guardian(s), offering to be present during the meeting, or offering other appropriate support desired by the student to facilitate the parent(s)/legal guardian(s) knowledge of the pregnancy.

3. If the student is not under medical care, the nurse shall encourage involvement with the student’s private physician or the CCHD. The nurse may facilitate this contact.

4. The nurse shall follow-up with the student to assure that the contact with the physician or health department has been made and an appointment has been set up. If no appointment has been made, the nurse should allow student to immediately make the contact from school and offer to assist in the contact.

D. If the nurse, based upon professional judgment and knowledge, determines that the issue of pregnancy should not remain confidential due to foreseeable harm to the student or fetus, or if the pregnancy is a result of rape or sexual abuse (see Reportable Offenses or Child Abuse), the nurse shall inform the student of the need to disclose her condition and the reason(s) for the disclosure. At this point, the school nurse shall involve administration and school counselors, health care providers, Carroll County Health Department, (law enforcement), Department of Social Services and parents/legal guardians as appropriate. The Supervisor of Health Services shall be consulted as needed.

Reasons for disclosure due to foreseeable harm may include but not be limited to: student of middle school age or younger, high school student who lacks the mental or emotional maturity to make appropriate decisions regarding her pregnancy, chronic medical conditions which could have an adverse impact on the student or the fetus, drug or alcohol abuse, advanced pregnancy without medical treatment, or complications of pregnancy.

1. Prior to parental disclosure, the school nurse will “consult with a person who is authorized under HG §20-102 to make that disclosure...” This would include “the attending physician, or on the advice of the attending physician, by a member of the medical staff of a hospital...”
public clinic.” If the student has not sought treatment for her pregnancy, the nurse shall contact the physician from the CCHD for further direction.

2. If the nurse determines that the student requires additional support throughout this process, the nurse will contact the student’s school counselor.

E. If the pregnant student presents with the onset of labor (Onset of labor may occur at any time during pregnancy and should be considered if the individual complains of bloody or watery vaginal discharge, cramping abdominal pains, inordinate low back pain, or ruptured bag of waters) while in school:

1. Assess the student.

2. Notify Administration.

3. Notify parent/legal guardian or family member as designated on the student’s emergency card.

4. Notify obstetrician or hospital where individual is registered.

5. Arrange transportation for medical follow-up.

6. Give nothing by mouth.

7. Advise rest, if desired.

8. Give reassurance and remain with the individual.

9. Call 911, if necessary.

Revised 8/99, 8/00
THE HEALTH SERVICES MANUAL REPLACES
AND/OR
EXPANDED THIS SECTION

The following Health Topics can be found in the Health Manual:

- Blood Exposures ................................................................. Section IV page 21
- Communicable Disease Fact Sheets ..................................... Section II
- Head Lice ................................................................. Section IV page 23
- Immunizations .......................................................... Section V
- Medications/Discretionary Medications ................................ Section IV page 12 & 12a

Revised 9/94, 8/99, 8/00
THE USE OF NALOXONE IN SCHOOLS

Introduction

Opioids are psychoactive substances derived from the opium poppy or their synthetic analogues. Opioid overdose happens when a toxic amount of an opioid-alone or mixed with other opioid(s), drugs and/or substances is ingested, absorbed or injected into the body resulting in reduced level of consciousness, respiratory depression, and signs of low oxygenation. Many opioid-related overdoses result from mixing prescription painkillers or heroin with benzodiazepines, cocaine and/or alcohol.

Naloxone hydrochloride blocks the action of opioids, reversing the respiratory depression and/or unresponsiveness seen in opioid overdose. Intranasal or parenteral administration safely and rapidly resuscitates people found unresponsive without obvious cause.

Purpose

Define procedures and requirements for school nurses and trained school staff of Carroll County Public Schools in the utilization of nasal Naloxone in the treatment of suspected opioid overdoses.

Authority

To reduce opioid overdose deaths in Maryland, the Overdose Response Program (ORP) was established by law in 2013 within the Department of Health and Mental Hygiene (DHMH). Competency-based curricula approved by the Behavioral Health Administration of DHMH target overdose education and naloxone to where it would have the greatest effect. The ORP allows non-medical persons in Maryland to be trained and certified in overdose recognition and response. The Department of Health and Mental Hygiene (DHMH) authorizes organizations to conduct ORP trainings and issue certificates to trainees. Certificate holders may lawfully be prescribed and dispensed naloxone and administer it to someone believed to be experiencing opioid overdose.

This procedure does not supersede medication administration procedures for students with substance use disorder who are prescribed Naloxone which is provided to the school through the usual medication administration procedures including self-carry procedures for students prescribed emergency medications by their healthcare provider.

Training

All school nurses and designated school staff will receive training in identifying common indicators of opiate overdoses, as well as training in the administration of nasal Naloxone. This training will be conducted under the supervision of the Carroll County Public Schools Supervisor of Health Services and the Carroll County Health Department (CCHD) “Operation Save a Life” Program which is the Authorized ORP Training Entity for Carroll County.

- Competency-based training will be done by Operation Save a Life in compliance with DHMH regulations.
- Nurses and athletic trainers demonstrating competence will receive a kit with nasal naloxone, appropriate paraphernalia, and educational materials. The form of naloxone and content of the kit are subject to change.
Nurses and athletic trainers trained by Operation Save a Life shall be authorized to carry, store and administer naloxone. Recertification will occur every two years. School staff and students who are ORP certificate holders will adhere to the training, policy, and procedures of the ORP.

Storage

- Naloxone must be stored in all school buildings in a manner to avoid extremes in hot or cold temperatures.
- The kits shall be stored in a manner that is easily accessible to nurses and designated school staff trained to administer naloxone in an emergency. The location in the school building will be determined by the school administrator and nurse based upon the size of the school, location of after school activities in the school building and other factors. The location may include the following:
  - The nurse emergency run bag and secured with a zip tie to allow for quick access during an emergency.
  - The athletic trainer emergency bag
  - Co-located with the school’s stocked auto-injector epinephrine
  - AED cabinet

Procedures

- When the school nurse is called to an emergency situation and determines that it is a potential opioid overdose based on the nursing assessment of the situation:
  - He/she will follow the CCPSSchool Health Services Use of Naloxone for Opioid Overdose in Schools Standing Order/Protocol.
  - Consider other diagnosis based on knowledge of student.
  - Treat known conditions first based on healthcare provider orders.
  - He/she will document on the DHMH-BHA “Naloxone Use Report” and send to CCPS Health Services who will forward to the ORP Training Director.
- Naloxone kits must be inspected on a daily basis for damage and medication expiration. Following the use or expiration of any nasal naloxone kit, the nurse will contact CCPS Health Services for replacement.
- Any damage to the kit must be reported to CCHD and CCPS Health Services.

References

- [http://bha.dhmh.maryland.gov/NALOXONE/](http://bha.dhmh.maryland.gov/NALOXONE/)
- Health-General Article, Title 13, Subtitle 31, Code of Maryland, Regulations: COMAR 10.47.08
- WHO: Information Sheet on Opioid Overdose, November 2014
- Code of Maryland Regulations, Title 10, Subtitle 17, Chapter 08, Regulation 01-11
- School Naloxone Policy Workgroup TADocumentV2 draft from 05/04/2016.
- MIEMS Protocols downloaded from https://www.miemss.org/
Purpose
To case manage and coordinate the care of students' who are receiving medical cannabis treatment. In 2020, the Maryland General Assembly codified the Annotated Code of Maryland, Education Article, §7-446, guidelines for public schools allowing the administration of medical cannabis to students. This law requires that by December 31, 2020, the MSDE and the Maryland Medical Cannabis Commission (MMCC) jointly develop guidelines for public schools allowing the administration of medical cannabis during school hours and school-sponsored activities and while on a school bus to students who are qualifying patients (Annotated Code of Maryland, Education Article, §7-446).

I. Requirements for Medical Cannabis Administration to Occur at School
A. Refer to MSDE Guidelines for Public Schools Allowing the Administration of Medical Cannabis to Students.
B. Parent/guardian must contact the school administrator and school nurse to inform them that the student has been approved to receive treatment with medical cannabis.
C. Parent/guardian is responsible for providing the school nurse with the permissible form of medical cannabis for the qualifying student.
D. Permissible forms of medical cannabis include an oil, a wax, an ointment, a salve, a tincture, a capsule, a suppository, dermal patch, or edible cannabis product. Any administration that includes smoking or vaping is prohibited.
E. A student may not self-administer or possess medical cannabis in any form.
F. The parent/legal guardian must provide the school nurse with:
   1) A list of names and contact information of any caregivers of the student who will administer the medical cannabis to the student.
      (a) This includes the caregiver (parent/legal guardian) and not more than two additional adults. It does not include the Designated School Personnel.
      (b) The parent/legal guardian must provide a copy of the MMCC-issued caregiver identification card.
   2) A copy of the student’s MMCC-issued patient identification card.
      NOTE: The school nurse must notify the parent/guardian at least 30 days before the MMCC-issued ID card is due to expire
   3) The student’s written certification from a certifying provider authorizing the student to receive medical cannabis for a qualifying condition.
      Note: The school does not need to verify the certifying provider; this is already verified by the MMCC.
   4) A completed School Administration of Medical Cannabis Authorization Form signed by the certifying provider.
   5) A completed Family Educational Rights and Privacy Act (FERPA) consent form for release of any of the qualifying student’s educational records (Confidential Release of Information Form).
   6) A completed Health Insurance Portability and Accountability Act (HIPAA) authorization form that permits designated school personnel to discuss the student’s
qualifying condition and administration of medical cannabis with the student’s certifying provider (Confidential Release of Information Form).

7) A signed, written release from liability form (Administration of Medical Cannabis Authorization and Parent/Legal Guardian Waiver of Liability Form).

II. Transport, Receipt, and Storage of Medical Cannabis

A. CCPS Controlled Medication Procedures will be observed when receiving, counting, and disposing of medical cannabis.

B. Medical cannabis must be in its original packaging and display the label provided by the medical cannabis dispensary.

C. Medical cannabis retained on school premises will be secured in a combination lockbox stored in a locked cabinet or locked medication cart.

D. A portable combination lockbox will be used to transport medical cannabis if administration is required outside of the school building.

E. The school nurse shall notify the student’s parent/guardian at least 30 days before the student’s MMCC-issued patient identification card is set to expire.

III. Administration of Medical Cannabis

A. Only the parent/guardian/caregiver, school nurse or designated school personnel are permitted to administer medical cannabis in the school setting.

B. MSDE defines a caregiver as the following:
   1) A person at least 21 years of age who has agreed to assist with the qualifying student’s medical use of cannabis.
   2) For a qualifying student under the age of 18 years: a parent or legal guardian and not more than two additional adults designated by the parent or legal guardian.

C. The student’s caregiver must administer at least the first dose of medical cannabis to the student outside the school setting.

D. A caregiver may administer medical cannabis on school property, during school-sponsored activities, and/or while on a school bus.

E. The parent/guardian must inform the school if the caregiver will be administering medical cannabis on school property, during a specific school-sponsored activity, and/or on a school bus.

F. Medical cannabis will be administered in accordance with the dosing, timing, and delivery route instructions on the student’s School Administration of Medical Cannabis Authorization Form.

G. Administration of medical cannabis will occur in the health suite whenever possible. Each school will identify specific locations where medical cannabis may be administered to students during school hours, school-sponsored activities, and while on a school bus.

H. Designated School Personnel (DSP) Administration of Medical Cannabis

1) A school nurse may not be required to administer medical cannabis to a student who is a qualifying patient, but must train CCPS staff as a DSP.

2) A DSP must be readily available to administer medical cannabis to the student during school hours, at school-sponsored activities, and while on a school bus.

3) More than one individual may serve as the DSP and will be determined by the school administrator in consultation with the school nurse.

4) Any persons administering medical cannabis will complete an annual training provided by CCPS utilizing the resources from the Maryland State Department of Medical Cannabis Administration 8/16/2021
Education (MSDE). Additional training to review content throughout the school year will be conducted as needed.

5) The school nurse will maintain training records using the CCPS Medical Cannabis DSP Training Checklist.

6) If a student appears to be experiencing any side effects from medical cannabis, the DSP shall refer the student to the school nurse to address the student’s symptoms.

I. Documentation

1) Doses of medical cannabis administered must be recorded in the student’s health record according to CCPS documentation procedures.

2) Medical Cannabis will be counted and recorded daily as described in the CCPS Controlled Substance Procedure.

J. School-Sponsored Activities

1) No student may be denied participation in a field trip or other school-sponsored activities because of the need for medical cannabis. This requirement applies to student attendance as a participant not as an observer/spectator.

2) A student’s parent/guardian must provide reasonable notice to the school health nurse and the school administrator if medical cannabis administration is required during school-sponsored activities.

IV. Errors, Omissions, and Variances

A. Refer to Controlled Substance Procedures for discrepancies in medical cannabis daily count.

B. Permission to administer medical cannabis may be limited or revoked if the student and/or the student’s caregiver violates these procedures or demonstrates an inability to responsibly follow the parameters outlined in these procedures.

C. If students or caregivers are found to be improperly using medical cannabis, the certifying provider and parents/guardians will be notified and school administration and Supervisor of Student Services- Health Services will also be informed.

D. Student possession, use, distribution, sale or being under the influence of cannabis inconsistent with these guidelines may be considered a violation of school board or any other governing board policy concerning drug and alcohol involvement by students. Students may be subjected to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable board policy.
The Maryland Medical Cannabis Commission encourages Certifying Providers to complete this form in consultation with a Clinical Director at a licensed medical cannabis dispensary.

<table>
<thead>
<tr>
<th>School Name:</th>
<th>School Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of School:</td>
<td>Student's Date of Birth:</td>
</tr>
<tr>
<td>Student's Name: Last</td>
<td>First</td>
</tr>
<tr>
<td>Type of Medical Cannabis and Strength: (To be completed by the Certifying Provider)</td>
<td></td>
</tr>
<tr>
<td>Dosage to be Administered:</td>
<td>Parameters of Dosing at the Therapeutic Level for Patient's Qualifying Condition:</td>
</tr>
<tr>
<td>Frequency or Time to be Administered:</td>
<td></td>
</tr>
<tr>
<td>Route of Administration:</td>
<td>Potential Side Effects:</td>
</tr>
<tr>
<td>Qualifying Condition (Reason Taken) and Symptoms:</td>
<td>Student's MMCC patient ID #:</td>
</tr>
<tr>
<td>Additional Notes or Directions:</td>
<td></td>
</tr>
<tr>
<td>Printed Name of Certifying Provider (Last, First, MI)</td>
<td>Signature of Certifying Provider:</td>
</tr>
<tr>
<td>Provider's Telephone Number:</td>
<td>Provider's Fax Number:</td>
</tr>
<tr>
<td>Provider's Email Address:</td>
<td></td>
</tr>
<tr>
<td>Name of Dispensary:</td>
<td>Dispensary's Telephone Number:</td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>
# Changes to School Administration of Medical Cannabis Authorization Form

The Maryland Medical Cannabis Commission encourages Certifying Providers to complete this form in consultation with a Clinical Director at a licensed medical cannabis dispensary.

<table>
<thead>
<tr>
<th>Name and Location of School:</th>
<th>Student's Date of Birth:</th>
</tr>
</thead>
</table>

**Student's Name: Last**  
**First**  
**Middle**

**Effective Date of Change:**

**Name of Medical Cannabis Product and Strength:** (To be completed by the Certifying Provider)

**Dosage to be Administered:**  
**Parameters of Dosing at the Therapeutic Level for Patient's Qualifying Condition:**

**Frequency or Time to be Administered:**

**Route of Administration:**  
**Potential Side Effects:**

**Qualifying Condition (Reason Taken) and Symptoms:**

**Additional Notes or Instructions:**

**Printed Name of Certifying Provider:**  
**Signature of Certifying Provider:**

**Telephone Number of the Certifying Provider:**

**Printed Name of Clinical Director who consulted with the Certifying Provider, if any:**

**Telephone Number of the Clinical Director:**  
**Name of the Dispensary:**
Authorization to Release Medical Information

I, ____________________________________________, authorize the Natalie M. LaPrade Maryland Medical Cannabis Commission to disclose to ____________ information limited to whether my minor child ___________________________ is a "qualifying patient" for the use of medical cannabis as defined in Section §J.J..3301 of the Health-General Article.

I acknowledge that I may at any time revoke this authorization by submitting a request for revocation in writing. If not previously revoked, this authorization will terminate one year after the date I sign this authorization, or on the day my minor child reaches the age of majority, whichever event occurs first.

Date: ________________

Patient Name (Print): ____________________________________________

Patient ID Number: ____________________________________________

Patient DOB: ____________________________________________

Parent or Guardian Signature: ____________________________________________
CONFIDENTIAL RELEASE OF INFORMATION

Student Name: ___________________________________________ Date of Birth: ____________________

Address: ___________________________ State: _______ Zip code: __________

Parent(s)/Guardian(s): ___________________________________________

School Name: _______________________________ Phone Number: ________________________

Contact Person: _______________________________ Position: ____________________________

School Address: __________________________ State: MD Zip code: __________

School FAX Number: ____________________________

I, ____________________________, (student's parent or guardian) do hereby authorize the following medical or mental health provider to release confidential records to the school and contact person listed above:

Name of Agency, Medical or Mental Health Provider: ____________________________

Name of Student Service Provider: ____________________________

Address: ____________________________________________

PHONENUMBER: ____________________________ FAX Number: ____________________________

Type(s) of Records Requested:

D Medical
D Mental Health
D Pharmacological
D Educational
D Communication between professional school staff and service provider

☐ Other ____________________________

This release also authorizes reciprocal exchange of the information listed above: D Yes ☐ No

I hereby authorize disclosure of the confidential information for the above-named student. This authorization is valid for 12 months from the date of signature. I understand that I may cancel this request with written notification but that it will not affect any information released prior to the notification of cancellation.

Parent/Guardian Signature ___________________________________________ Date ___________________________
ADMINISTRATION OF MEDICAL CANNABIS AUTHORIZATION

PARENT/LEGAL GUARDIAN AUTHORIZATION

I/We request designated school personnel to administer the medication as recommended by the certifying medical cannabis provider. I/We certify that I/We have legal authority to consent to medical treatment for the student named above, including the administration of medical cannabis in school. I/We authorize the designated school personnel to communicate with the certifying provider as provided by HIPAA.

Parent/Legal Guardian Signature: ______________________________ Date: ________________
Home Phone # _________________ Cell Phone # ___________ Work Phone ________________

If more than one Parent/Legal Guardian:

Parent/Legal Guardian Signature: ______________________________ Date: ________________
Home Phone # _________________ Cell Phone # ___________ Work Phone ________________

PARENT/LEGAL GUARDIAN WAIVER OF LIABILITY

I/WE ACKNOWLEDGE ASSUMING ALL RESPONSIBILITY FOR THE PROVISION, ADMINISTRATION, MAINTENANCE AND USE OF MEDICAL CANNABIS UNDER STATE LAW. I/WE RELEASE THE SCHOOL DISTRICT AND ITS AGENTS FROM LIABILITY FOR ANY INJURY THAT MAY OCCUR WHILE ACTING PURSUANT TO THE SCHOOL HEALTH GUIDELINES ON THE ADMINISTRATION OF MEDICAL CANNABIS ON SCHOOL PROPERTY, AT SCHOOL-SPONSORED ACTIVITIES, AND ON A SCHOOL BUS.

Parent/Legal Guardian Signature: ______________________________ Date: ________________
Home Phone # ___________ Cell Phone # ___________ Work Phone # ___________

If more than one Parent/Legal Guardian:

Parent/Legal Guardian Signature: ______________________________ Date: ________________
Home Phone # ___________ Cell Phone # ___________ Work Phone # ___________
V. POLICE RELATED MATTERS
REPORTING TO THE SUPERINTENDENT

I. Principalsshall report to the Superintendent of Schools, in writing, or by e-mail all incidentsof issues that are serious or have serious implications such as:

A. Police involvementinschoolmatters
B. Injuryrequiringhospitaltreatment
C. Issues thatmaygeneratemediaattention
D. Weather relatedeventsduringwhich emergencyprecautionsweretaken (such as relocatingstudentsinthe building).
E. Issuesconcerninglargenumbersofthe schoolcommunity

II. Implementation

A. The Principal shall communicate via e-mail or phone with the Director of Student Services, or the appropriate level Director, Elementary, Middle or High, regarding any incident which requires immediate assistance/advice.

B. If the incident occurs during non-school hours and requires immediate assistance or advice, the principalshallcontacttheappropriateDirector(s).

C. All incidents, whether or not requiring immediate assistance or advice, shall be documented in writing and e-mailed or sent to the Superintendent, Assistant Superintendents, the Director of Student Services, the appropriate level Director, (Elementary, Middle, High), and the CoordinatorofSchoolSecurity, as soon as possible.

Revised 8/98, 8/00, 7/01, 3/06, 10/10
POLICE AID

I. Sources of Police Aid

Each school should be familiar with the appropriate number to contact for the law enforcement agency responsible for calls for service at their respective school.

II. Requesting Police Aid

Please consider the following before calling for police aid:

A. The law enforcement agency that services your school should only be contacted directly in emergency situations or in accordance with the guidance provided by the Supervisor of School Security.

B. As the liaison with county law enforcement, the Supervisor of Security should be contacted for any non-emergency situations. Unless an actual misdemeanor is committed in the presence of a police officer, the officer will likely be unable to make an arrest unless a warrant is obtained by school authorities or by the individual against whom the misdemeanor is perpetrated.

C. Through consultation between the school based administrator and the Supervisor of School Security, a decision will be made whether to involve the police, handle the incident administratively or both.

D. In some cases administrative sanctions can be initiated and a juvenile referral can be submitted to the Department of Juvenile Services “Spotlight” worker who services your school.

Revised 8/97, 8/00, 7/01, 7/05, 3/06, 5/2016
I. Search and Seizure

The search and seizure articles included in the Public School Laws of Maryland, Section 7-307 of the Education Article, and the policies of Carroll County Public Schools are the basis for the following procedures.

A. Authority to Search School

1. A principal or assistant principal may make a search of the physical plant of the school and its appurtenances, including the lockers of students, with or without student permission. (See Guidelines for search of automobiles by an administrator.)
2. The right of the school official to search the locker shall be announced or published in the school at least annually.

B. Procedure to Search Student by an Administrator

1. Administrator may search
   A principal or assistant principal may make a reasonable search of a student on the school premises or on a school sponsored trip if he/she has reasonable belief that the student has in his/her possession an item, the possession of which is a criminal offense under the laws of this state or a violation of any other state law or a rule or regulation of the Board of Education of Carroll County.
2. Reasonable belief
   The legality of a search of a student will depend upon the “reasonableness” of the search in light of all circumstances. There must be reasonable grounds to believe that the search will reveal an item, the possession of which is a criminal offense under the laws of this state. Two considerations are relevant in determining the reasonableness of a search. First, the search must be justified at its inception by a reasonable suspicion. Second, the scope and conduct of the search must be reasonably related to the circumstances which gave rise to the search, taking into account the student’s age, gender, and the nature of the offense.
3. The search shall be made in the presence of a third party.

C. Refusal to Allow Search and Seizure

1. A student’s willful refusal to cooperate with a school administrator at any time during a search of the person or property is detrimental to the security, discipline, and sound administration of the school and will result in possible disciplinary action.
2. If a student refuses to permit a search, the administrator should advise the student that the parent and/or police will be contacted and that the school system may take disciplinary action against that student.
3. If the student still refuses to permit a search, the administrator should cease his/her attempt to conduct the search and notify the parent and/or police department of the circumstances. Disciplinary action beyond this contact may be taken based on the particular situation.

D. Items that may be the object of a search
The object of a search must be an item, the possession of which is a criminal offense under the laws of this state or a violation of any other state law or a rule or regulation of the Board of Education of Carroll County. Such items include weapons, illegal drugs, and controlled dangerous substances, substances which have the appearance of a controlled dangerous substance, drug paraphernalia, portable pagers, alcoholic beverages, explosive devices, fireworks, tobacco, and stolen items.

E. A school official may not conduct a search of a student based solely on the request of a police officer (13A.08.01.01E).

F. Guidelines for personal searches by an administrator

1. The administrator should begin the search by informing the student that he/she has a reasonable belief that the student is in possession of (the administrator should then state the object of the search to the student) and explain the anticipated scope of the search.

2. Searches must be conducted by a school administrator in the presence of another adult of the same gender as the person being searched. Administrators should not pat down a student of the opposite gender unless it is not feasible to have an administrator of the same gender as the student conduct the pat down or search. In all instances, an adult of the same gender as the student must be present during the search.

   a. The search or pat down must avoid intimate parts of the body.

   b. Usually students will be required to empty their pockets, purses, billfolds, etc.

G. Guidelines for search of content of cell phone/electronic device

The search of a cell phone is no different than the search of any other item owned by the student where he/she has an expectation of privacy (a purse, backpack, etc.). A principal, assistant principal, or school security officer (Supervisor of School Security) can search a cell phone or other electronic device if the school official has a reasonable belief that the student has possession of an item (i.e., on the cell phone) which violates the law or the rules of the school. Parental consent is not necessary prior to conducting a search of a cell phone or electronic device. Should a student refuse to cooperate with the search, follow the guidelines outlined above (Refusal to allow search and seizure).

Examples:

1. An administrator has a reasonable belief that a student has pornography on his/her cell phone. The content of the cell phone may be searched.

2. A staff member observes a student using a cell phone or sending a text message, but the administrator has no reasonable suspicion the phone was used to violate any other school rule. The phone should be confiscated but not searched.

3. A student is caught texting during an exam and there is a reasonable belief that the student is cheating, and in possession of answers sent by another student. The administrator may search the text messages based upon that belief because the possession of exam answers violates the rules of the school.

4. A student reports that he/she was photographed/videorecorded while changing clothes in the locker room by another student using his/her cell phone. The contents of the alleged perpetrator’s phone/electronic device may be searched, limited to the photographs/videos contained within it.

As with all searches, the reasonableness of the search “as conducted” is vitally important. So, if an administrator suspects that a student has been texting exam answers that may be enough basis for him/her to search the text messages, but not other areas of the phone.

For further guidance contact the Director of Student Services or Supervisor of Security.
H. Guidelines for search of automobiles by an administrator

If an administrator has a reasonable belief that a student has concealed an unlawful item in the student’s automobile, the administrator should not search the automobile, but rather contact the police. If the police are unavailable or if the situation will not allow for police presence, a student’s automobile may be searched by a Principal or Assistant Principal only when the student or owner consents. Otherwise, the car should not be opened. If a student refuses to open the car, the parent should be contacted and disciplined as appropriately.

I. Seizure

All items that are the object of a search and unlawful items found during the search will be seized by the school administrator. As required by law or school regulations, items will be turned over to police.

J. Search by police

Police officers, upon the authority of a search warrant, may make a search of that part of the school premises described in the search warrant, and school officials should cooperate in performing the search. Investigative searches of school premises by police officers shall only be permitted upon the authority of a search warrant or probable cause or in any case where the search is essential to prevent imminent danger to the safety or welfare of the pupil or of persons or school property. A police officer may not search the person of a pupil not under arrest, unless the police officer has a reasonable suspicion that the pupil is concealing weapons or probable cause that the student has an item, the possession of which is a criminal offense under the laws of this state. Every effort shall be made to conduct searches in a manner which will minimize disruption of the normal school routine and minimize embarrassment to pupils affected.

II. Drug Investigations - Use of Drug Detection Dogs

Administrative procedures to be implemented by school administrators when drug detection dogs are utilized:

A. Students and parents will be notified early in the school year by appropriate media such as newsletters, and/or student/parent handbooks and/or newspapers that drug detection dogs may be used on school property.

B. Circumstances warranting the use of the drug detection dogs on school property:

The Board of Education strongly endorses a drug-free school environment. Use of drug detection dogs is authorized as a possible resource by school officials in drug investigations and for drug deterrence. There shall be mutual agreement between school and law enforcement officials that the use of drug detection dogs is appropriate.

C. Procedures to be followed by the building Principal to request the use of the drug detection dogs on school property:

1. The Principal desiring drug scans will make a request to the Supervisor of School Security.

2. The Supervisor of School Security will notify the appropriate School Director, the Director of Student Services and the Superintendent of the request.

3. Once approved, the Supervisor of School Security will facilitate the scans.
with the building administrators and the appropriate Law Enforcement Agencies

4. Resultsofthescanswillbereporteddwhencompleted.

D. ScheduledHighSchoolScans

1. The Supervisorof School Securitywill coordinatewith the school director and law enforcementto schedule K9 scans.

2. Scans should be scheduled in a manner to avoid conflicts with exam and testing.

3. The date and time of prescheduled scans will not be shared with site administrators or staff ahead of time.

4. Resultsofthescanswillbereporteddwhencompleted.

E. Procedures to be followed by the school Principal during use of drug detection dogs on school property:

1. Targeted areas will be cars on the parking lots. Students will not be scanned.

2. If practicable, interior scans will be timed to occur when students are in classes and not moving through the school building; times during lunch periods and change of classes will be avoided.

3. One administrator and one other staff member will accompany the canine team and route any students who may be in the vicinity away from the area being scanned.

F. Procedures to be followed by the school principal if a drug detection dog alerts on a vehicle or other area of the school:

1. If a dog alerts on a vehicle, or other area of the school, school personnel may not conduct a search of that area. The only exception to this will be in a case where the search is essential to prevent imminent danger to the safety or welfare of a student or other persons or school property.

2. The school administrator will assist the police in securing the vehicle, or other area of the school. The student who operates the vehicle will be summoned to the office and brought to the location or parkinglot. Law enforcement will follow appropriate procedures and laws to conduct the search.

3. If there is an alert on a vehicle, an administrator or staff member will respond to the respective locker of the vehicle operator. The student will be brought to their locker when they are no longer needed in the parking lot, and the contents of their locker checked.

4. A reasonable attempt shall be made to contact a parent of the student searched to provide information related to the reason for the search and the outcome of the search as soon as possible.

5. Police officers shall conduct searches of students and school premises in accordance with their established policies and procedures consistent with COMAR13A.08.01.14D
G. Procedures to be followed after using the drug detection dog on school property:

1. Any disciplinary action taken by school officials will be separate and apart from action taken by law enforcement officers.

2. The principal will report the results of the investigation to the appropriate director who will inform the superintendent.

3. The principal will follow established administrative procedures for police involvement as listed elsewhere in this manual.
III. Arrests: Bylaw 13A.08.01.12 and 13

A. When possible and appropriate, arrest by police should be made during non-school hours and away from the school premises.

B. When an arrest on school premises during school hours is necessary, the responsible school official shall ascertain such facts from the arresting officer as will enable him/her to fully advise the parent or guardian and other school officials of the nature of the charge, the identity of the arresting officer, and the location of the pupil.

C. When an arrest has taken place on school premises or during school hours, every effort shall be made by school officials to inform the parent or guardian immediately and thereafter promptly to advise the superintendent’s office.

D. Arrest on school premises during school hours shall be effectuated in such a manner as to avoid both embarrassment to the pupil being arrested and jeopardizing the safety and welfare of other pupils, as well as the arresting officers.

E. School officials shall not permit questioning of a pupil under arrest on the school premises for non-school offenses and shall request the arresting officer to remove the pupil from the premises as soon as practicable after the arrest is made (see V below).

F. The Supervisor of School Security as well as the appropriate Director shall be notified of any in-school arrests.

IV. Questioning on School Premises

A. Police investigations involving the questioning of pupils may not be permitted on school premises unless in connection with a crime committed on the premises or in connection with an investigation which, if not immediately permitted, would compromise the success of that investigation or endanger the lives or safety of the pupils or other persons. A school official should be present throughout that questioning * except as described in VB.1.

B. A local school system shall permit personnel from a local department of social services or a police officer to question a pupil on school premises during the school day in an investigation involving suspected child neglect under Family Law Article, Subtitle 7, Annotated Code of Maryland, or suspected child abuse under Family Law Article, Subtitle 9, and Annotated Code of Maryland. The following apply:

1. The Superintendent or the Superintendent’s designated representative shall determine, after consultation with the individual from the local department of social services or the police officer, whether a school official shall be present during the questioning of a student. In making this determination, the Principal, acting as the Superintendent’s designee, shall consider the following:
   a. Accommodations needed by a student in order to facilitate effective communication,*
   b. The student’s need for comfort and support during questioning,
   c. The student’s need for on-going counseling and support within the school environment after questioning,
   d. That questioning best occurs with the fewest people present during the investigation,
   e. Initial investigation of child abuse/neglect is not a school function.

Note: The Director of Student Services is available as a consultant, as needed.
Specific accommodations in order to facilitate effective communication and/or understanding may be needed by a student identified as having a disability under section 504 or IDEA. The determination to make an accommodation will be based upon a student’s identified disability on the Section 504 Plan and/or IEP. Accommodations in the plan that effect communication and/or understanding are to be implemented. If there are no accommodations included, the Principal, in consultation with the police (in cases included in paragraph V.A.) or the Department of Social Services, CASA, or the Police (in cases related to paragraph V.B.) and others such as special education personnel, school counselor or school psychologist shall determine if accommodations are needed in order to facilitate effective communications as required by subtitle A of Title II of the Americans with Disability Act, Public Law 101-336. If the Principal determines that accommodations are needed, the Principal shall determine what the appropriate accommodations are and how they shall be provided.

2. Records and reports concerning child abuse or neglect are confidential and unauthorized disclosure is a criminal offense under Article 88A, Section 6(b), and Annotated Code of Maryland.

3. For additional information, (See Child Abuse or Neglect Guidelines.)

C. Except as provided in Section D, whenever investigative questioning of pupils is permitted on the premises, the school official shall promptly advise the parent or guardian and the Superintendent’s Office of the nature of the investigation and such other details as may be required.

Prompt notification means that attempts should be made to contact the parent prior to questioning of the student by a police officer. If the parent cannot be reached, the questioning does not have to be delayed. However, continued attempts should be made to contact the parent until the parent is reached or a message is left for the parent. Documentation of parent notification should be included in your notes regarding the incident.

D. School officials are not required to notify parents or guardians of investigations on school premises involving suspected child neglect under Family Law Article, Subtitle 7, Annotated Code of Maryland, and suspected child abuse under Family Law Article, Subtitle 9, Annotated Code of Maryland, and should not notify parents or guardians without consulting the Department of Social Services and/or any police agency handling the case. If the suspected abuser is a staff member, and if given permission to do so by the investigative agency, the school administration shall promptly inform (normally prior to the end of the next school day following the initial questions) the student’s parents of the situation and the referral to the investigating agency.

E. In the absence of an arrest, school officials may not authorize the removal of a pupil from school for the purpose of investigative questioning without the consent of the parent or guardian, except as provided below:

1. A pupil may be removed from school premises if that pupil is a suspected victim of child abuse or neglect and the local department of social services has guardianship of the child or a court order to remove the child.

2. The Superintendent or the Superintendent’s designated representative shall make every effort to insure that prompt notification by the Department of Social Services of a pupil’s removal from school under this section is made to the pupil’s parent or guardian.

V. Reporting Delinquent Acts to the Police

A. Delinquent acts are offenses committed by a person who is under 18 years old which would be crimes if committed by an adult. School officials may report to the responsible law enforcement agencies all delinquent acts coming to their attention,
whether occurring on or away from the school premises, which involve students attending the particular school.

B. Delinquent acts do not include conduct which has been traditionally treated as a matter of discipline to be handled administratively by the particular school, except that all conduct of a serious nature should be promptly reported to the parent or guardian concerned.

VI Reporting to Police Acts by Students 18 or over

If a student is 18 or older and commits an act that warrants the filing of criminal charges, the following procedure will be followed:

A. Contact the appropriate law enforcement agency. Request that the responding officer file for the appropriate charging document. (As is the case with juveniles if the officer does not witness the crime, the trooper may not make an on-scene arrest if the crime is a misdemeanor [i.e. assault, battery, possession of marijuana, etc.]

B. Contact the Supervisor of School Security who will arrange to meet the school official in the Courthouse at 55 North Court Street, Westminster, Maryland. The Supervisor of School Security will assist the school official in filling out a Statement of Facts.
   • The school official will swear to the Statement of Facts
   • A charging document will be issued if appropriate
   • An arrest will be made if appropriate

VII Reporting Suspicious Vehicle to Police

If there is a suspicious vehicle on school property, the school administrator will call the non-emergency line for their respective law enforcement agency. A follow up email will be sent to the Supervisor of School Security at 410-751-3171.

VIII Any incident which involves police officers on school property, or drug use on school property, or alcoholic beverage use on school property is to be reported directly to the Superintendent. The Principal of the school is directed to email the Superintendent’s Office and the Supervisor of School Security and follow up with a written summary on the above matters or any other matter of serious consequence, observing any matter of confidentiality established by law.

IX Law Enforcement Involvement for Students with Disabilities

A. According to the Individuals with Disabilities Education Act (IDEA), June, 1997, the regulation indicates that when a student is arrested on school property as a result of an incident at school, schools are required to provide the proper authorities with the student’s IEP, Discipline Record and pertinent medical information.

B. The Police Notification Form shall be used by the school administrators to initiate this process with law enforcement agencies.

revised, 7/16
TO:                                                               
Law Enforcement Agency

FROM:                                                              
School Administrator

DATE:                                                              

RE:  Student’sName Date of Birth

Please be advised the above named student is a student with a disability according to the Individuals with Disabilities Education Act (IDEA - Public Law 105-17) and the Code of Maryland Annotated Record (COMAR). In accordance with the Code of Federal Regulations 300-529 (a) (b) the following records are available for this student.

1. An Individualized Education Plan (IEP)
2. Evaluation Information
3. Discipline Records
4. Other information pertaining to the student’s attendance and educational needs
5. Medical
   • Medication
   • Emotional Difficulties
6. Emergency Card - has medical information on reserve side

Please contact the above referenced administrator and identify which records you need and to whom they should be sent. Within seven (7) business days of the request, the records will be forwarded to the identified person and location. Should you desire to pick the records up from the school, please notify the above administrator and you will be informed when they will be available.

Should you have any questions or need additional information please contact the administrator identified above.

cc: Student IEP Folder

New 8/99
REPORTABLE OFFENSES

Specific offenses defined in Section 7-303 of the Education Article of the Annotated Code of Maryland, as may be amended by the Maryland General Assembly. Effective July 1, 2022, for a crime to qualify as a reportable offense the offense must have taken place off school property and not at a school-sponsored event. These crimes include, but are not limited to:

- First and Second-degree murder (CR 2-201) (CR 2-204)
- Manslaughter (CR 2-207) (a)
- Mayhem and Maiming, as previously under former Article 27
- First and Second-degree assault (CR 3-202) (CR 3-203)
- First and Second-degree rape (CR 3-303) (CR 3-304)
- First, Second-, and Third-degree sexual offense (CR 3-305) (CR 3-306) (CR 3-307)
- Robbery (CR 3-402)
- Robbery with a dangerous or deadly weapon (CR 3-403)
- Carjacking (CR 3-405(b)(1)) and armed carjacking (CR 3-405(c)(1))
- Kidnapping (CR 3-502)
- Abduction (CR 3-503)
- Carrying or wearing a concealed weapon (CR4-101) on school property (CR 4-102)
- Wearing, carrying, or transporting a handgun; unlawful use in the commission of a crime (CR 4-203)
- Using an antique firearm capable of being concealed on the person or any handgun in the commission of an act of violence (CR 4-204)
- A crime using assault weapons (CR 4-303)
- Sale, transfer, etc. of a stolen pistol (CR 4-305/CIR 4-306) and possession of pistols and revolvers (CR 4-306(b)(1))
- Use of a machine gun for crime (CR 4-404) for aggressive purpose (CR 4-405(a))
- Manufacturing, possessing destructive devices or explosives (CR 4-503)
- Sale of firearms (PS 5-106)
- Possession, selling/transferring of a regulated firearm by a prohibited person (PS 5-133) (PS 5-134)
- Possession, sale, transfer, or disposal of a stolen regulated firearm (PS 5-138)
- Knowingly manufacture, transport, possess, control, store, sell, distribute, or use a destructive or explosive device (CR 4-503)
- A crime using short-barreled rifles and short-barreled shotguns (PS 5-203(a))
- Manufacturing, distributing, or dispensing a controlled dangerous substance (CDS) (CR 5-602)
- Manufacturing, distributing, or possessing equipment to render a drug a counterfeit substance (CR 5-604)
- Maintaining a common nuisance (CR 5-605)
- False prescription for a CDS with intent to distribute the controlled dangerous substance (CR 5-606)
- Possess with intent to distribute a non-controlled substance that the person represents as a controlled dangerous substance (CR 5-607, 5-617)
- Possess or purchase a non-controlled substance that the person believes is a controlled dangerous substance (CR 5-618, 5-608, 5-608.1, 5-612, 5-613, 5-614)
- Using firearms in drug-trafficking crimes (CR 5-621(b)(1))
• Manufacturing, distributing or dispensing CDS; possession of CDS in a quantity indicative of an intent to manufacture, distribute, or dispense in violation of § 5-602, or conspire to commit any of these crimes in a school vehicle, or in, on, or within 1,000 feet of real property owned by or leased to an elementary school, secondary school, or county board and used for elementary or secondary education (CR 5-627)
• Engaging a minor to manufacture, distribute or dispense CDS in a sufficient quantity to indicate intent to distribute the CDS (CR 5-628)
• Arson (CR 6-102, 103, 104 and 105)
• First Degree Burglary (CR 6-202)
• Willfully and maliciously destroying, injuring, or defacing the real or personal property of another, including graffiti (CR 6-301)
• Taking of a motor vehicle without the owner’s consent (CR 7-105)
• Harming, threatening, or destroying the property of another to influence a victim or witness to testify falsely or withhold testimony (CR 9-302)
• Retaliating against a witness or victim (CR 9-303)
• Using threat, force, or corrupt means to try to influence, intimidate, or impede a juror, witness, or officer of a court (CR 9-305)
• Making a false bomb threat (CR 9-504)
• Manufacturing, possessing, transporting, or placing a device or container labeled as representing a toxic material with intent to terrorize or threaten (CR 9-505)
• Threatening an individual, or a friend or family member of an individual, with physical violence with the intent to coerce, induce, or solicit the individual to participate in or prevent the individual from leaving a criminal gang (CR 9-802 and 803)
• Animal Cruelty (CR 10-606)
• Crimes of violence (CR 14-101) or any of the offenses enumerated in 3–8A–03(d)(4) of the Courts Article

Definition of a Criminal Gang – Three or more persons that engage in a criminal activity for the purpose of pecuniary gain or to create an atmosphere of fear and intimidation and whose members have a common identifying sign, symbol, or name.
Reportable Offense Procedures

1. As the Superintendent’s Designee, the Supervisor of School Security Programs will confirm the charge(s) with the appropriate law enforcement agency, obtain supporting documentation, and determine the specifics of the case, including the condition of any victims. Once confirmed, the Supervisor of School Security will notify the Superintendent, the Director of Student Services, the appropriate Pupil Personnel Worker, and the appropriate School Administrator.

2. If a formal meeting is determined to be necessary, the Supervisor of School Security, in conjunction with the School Administrator, Pupil Personnel Worker, and other applicable staff will, within three (3) school days form an assessment team. The Supervisor of School Security will schedule the meeting and shall invite the student, parent(s), legal guardian(s), and student’s attorney to the meeting as well as the manifestation determination review, if applicable, in circumstances where the student is to be removed or excluded from their regular school program for a reportable offense. The meeting will be held as scheduled by the school system whether or not the parent attends. The Pupil Personnel Worker will prepare any pertinent information for the meeting and investigate possible educational programs/placements. The pupil personnel worker shall chair the assessment team. The student’s parents/legal guardians may share pertinent information. The family shall be excused from the meeting prior to a discussion and decision by the assessment team. Whenever appropriate the student should be invited to attend with his/her parents. The team will develop an educational placement or program, and related services for the involved student that maintains a safe and secure environment for the individual student as well as all students and school personnel. If the student in question is receiving services through IDEA or 504, the assessment meeting shall include appropriate staff to convene an IEP/504 meeting simultaneously or subsequently, to ensure if the IEP/504 can be implemented in the alternative placement.

3. The Supervisor of School Security shall promptly inform the parents/legal guardians of the assessment team decision. In the Supervisor of School Security’s absence, an administrative member of the team will communicate the decision.

When a student is removed from his/her school due to safety concerns, the student is prohibited from entering all Carroll County Public School properties except to attend an alternative program assigned and will be provided the same suspension and expulsion procedures and rights to students when a student is removed from their regular school program for a reportable offense.

4. The Pupil Personnel Worker, in a memo to the Superintendent, will summarize the educational placement decision and/or related services as determined by the assessment committee. This memo should outline any concerns regarding school safety, substantial disruption, and any nexus of the incident to the school. The Pupil Personnel Worker will provide in writing to the parents/legal guardian the decision of the assessment team and will facilitate any changes in the student’s educational placement or program and related services if appropriate. The parent/guardian shall be encouraged to enroll their child in the alternative placement provided, as soon as possible, if a change in placement occurs.

5. Rape and Sexual Offenses. The 2010 Safe Schools Act states that the local Superintendent and the school principal shall consider prohibiting a student who is arrested for a Reportable Offense Involving Rape or Sexual Offense from attending the same school or riding on the same school bus as the alleged victim of the reportable offense if such action is necessary or appropriate to protect the physical or psychological well-being of the alleged victims.

If a student is arrested for a reportable offense involving rape or a sexual offense and is convicted of or adjudicated delinquent for the rape or sexual offense, the student shall not attend the same school or ride on the same school bus as the victim.
6. The Pupil Personnel Worker will monitor the legal status of the case and will schedule a review as required in the regulations.

- Immediately upon notification from the State’s Attorney of the disposition of the reportable offense, or
- Every three (3) months, pending notification from the State’s Attorney, until the charges are resolved, or a safe and secure school environment is established and maintained.
- When a student is adjudicated and placed in a juvenile facility, the student shall be withdrawn from Carroll County Public Schools until he/she returns to the community. Upon notice of the student’s return and request for re-entry to Carroll County Public Schools, the assessment team will convene to review the student’s placement and make appropriate recommendations.

7. Parents, Legal Guardians, or eligible students may appeal the decision of the assessment team in writing to the Superintendent of Schools within 10 days of the decision. The appeal to the superintendent does not stay the decision of the assessment team.

8. Should an alternative placement be determined, the homeschool shall continue to provide access to makeup work until the student is enrolled in the alternative placement.

9. While a student is incarcerated, Carroll County Public Schools may or may not provide an educational program. This decision will be made on an individual basis.

10. All information concerning a student’s reportable offense shall be maintained by the Supervisor of School Security. The information shall not be filed in the student’s permanent educational record.

11. The Supervisor of School Security shall collect and report data to MSDE as required.

**NOTE:** If the student charged with committing the severe incident is receiving services through IDEA or 504, an IEP/504 team shall convene to ensure that the IEP/504 accommodations will be provided in the designated education program/placement.

*If the student who has been arrested is an identified student with disabilities who has been enrolled by the public school system in a non-public school program, the local superintendent or designee shall provide the principal of the nonpublic school with the arrest information.*
I. Bomb Threats

Maryland Law states that anyone convicted of reporting a bomb threat may be fined $10,000, given a 10 year jail sentence, or both. The discretion of sentencing remains with the judge. It is a misdemeanor for persons to knowingly make false statements regarding bomb threats.

A. When a bomb threat is received at the school, a Principal or person in charge must decide to continue classes or evacuate. Evacuation may not be necessary every time a bomb threat is received; to do so may perpetuate the problem. If the threat comes in via telephone, try to keep the caller on the line and follow the bomb threat checklist in the back of the CCPS Security Flip Chart. Each threat will be evaluated and responded to based on its merits. All decisions as to evacuate or shelter in place should be done in coordination with the Supervisor of School Security and/or law enforcement.

B. If the threat comes via telephone, try to keep the caller on the line to seek the exact words of the caller in answer to these five questions:

1. When is the bomb to explode?
2. Where is the bomb right now?
3. What kind of bomb is it?
4. What does it look like?
5. Why did you place the bomb?

C. Describe the caller's voice by sex, age, and tone and determine whether or not it is familiar. Note any background noises.

D. Record time of call and number it came in on. Have another person call the telephone company to report the call.

E. Strongly suggest to all staff members not to touch any strange articles, bags, boxes, cases, etc. A slight nudge is all that is needed to set off some types of bombs.
II. False Fire Alarms

Anyone convicted of intentionally pulling a fire alarm or telephonically calling in a false fire alarm may be fined $5,000 and/or incarcerated for five years or both.

A. Report all false fire alarms to the Supervisor of School Security by telephone followed by a written report.

B. If necessary, contact the Maryland State Fire Marshal’s Office (410-386-4844) immediately to initiate the investigation.

III. Disciplinary Sanctions

Any student charged with reporting a bomb threat, intentionally pulling a fire alarm, or calling in a false fire alarm will be suspended for 10 days with a request for an extended suspension.

Revised 6/16
I. Procedures for handling suspicious packages

a. If a suspicious package is observed, do not touch it, or allow anyone else to touch the package. If a suspicious package is touched, be careful not to turn it over or cause the content of the package to shift. Do not sniff or look closely at the package.

b. Evacuate the room and surrounding areas. Leave windows and doors open during evacuation.

c. Call 911

d. Keep people away from the area.

e. Notify via e-mail or phone call the Office of the Superintendent, the appropriate level Director, Director of Student Services, and the Supervisor of Security.

f. Forward a detailed, written report of the incident to the Superintendent’s and Director’s office as soon as possible.
DEPARTMENT OF JUVENILE SERVICES
Referral Form
(Please Print or Type)

Day-Duty Officer

Date of Referral

RE: ________________________________
(Respondent) (Sex) (Race) (D.O.B.)

(Living with: name – relationship – mailing address)

(Father’s full name and mailing address – if different from above)

(Mother’s full name and address – if different from above)

I. CHARGE(S): ________________________________

II. REASON FOR REFERRAL (Provide offense date and description of offense – use other side if necessary)

III. Has the respondent admitted this offense? ( ) Yes ( ) No ( ) Unknown
If yes, has a written statement been taken? ( ) Yes ( ) No ( ) Unknown
Names and addresses of witnesses, if any:

IV. RESTITUTION: Any out-of-pocket expenses/loss related to this incident?

Submitted by:

Print Name ( ) Victim ( ) Complainant ( ) Parent/Guardian
Address: __________________________ Signature
Phone: __________________________
RAPE and SEXUAL ASSAULT

I. Definition: Sexual assault is any act involving unwanted sexual contact by one person to another which may include sexual touching through one’s clothing up to and including rape.

II. Guidelines:

Person to whom report was made:

A. Stay with the victim. Offer support and reassurance and avoid making any value judgment regarding the incident.

B. Notify the school administrator immediately.

Administrator:

A. Contact the Supervisor of School Security and the appropriate law enforcement agency. Contact the Department of Social Services 410-386-3434, if appropriate, according to the Child Abuse and Neglect Guidelines.

B. If the offense occurred on school property or at a school function by a student or visitor, the administrator should conduct an investigation in conjunction with law enforcement and determine appropriate disciplinary consequences. (If the offense was committed by a parent, legal guardian, staff member, see Child Abuse and Neglect Guidelines).

C. Consult with the law enforcement agency to determine when the parent/legal guardian will be notified and by whom.

D. In the case of rape:

1. Refer to the school nurse to preserve physical evidence.
   a. Advise the victim not to shower or remove clothing.

2. Refer the student to the hospital for treatment.

3. School Administrators should preserve the scene.

4. Refer the student to Rape Crisis Intervention Services at 410-857-7322 for counseling.

E. Provide appropriate follow-up support services for the student.

F. Provide written notice to the Superintendent, the Assistant Superintendent, the Director of Student Services and the appropriate level Director.

III. Disciplinary Consequences:

A. Sexual assaults of any nature should be handled sensitively, seriously and immediately.

B. Consequences may range from one day suspension up to and including expulsion.

C. Supportive consequences may include parent conference, behavioral contract, referral to the school counselor/crisis counselor, written assignment, apology letter, etc.

Revised 7/16
VI. STUDENT RECORDS
STUDENT RECORDS

The material in this section is based upon, and consistent with, the following legal mandates:

- No Child Left Behind 107-110
- Education Article §2-205(c) Annotated Code of Maryland
- Bylaw 13A.08.02 of the Code of Bylaws, Maryland State Department of Education;
- Maryland Student Records System Manual
- COMAR 13A.05.05...15, School Health Services Standards
- CCPS Board Policy and Administrative Regulations JR: Disclosure of Directory Information
- CCPS Board Policy and Administrative Regulations JRC: Family Educational Rights

The provisions of these regulations are intended to preserve the right of students, parents/legal guardians to have full access to all official records about the student which are maintained by the Carroll County Public School System; to establish a procedure for removal from those records any information about the student which is determined to be inaccurate or misleading; to provide confidentiality and privacy in regard to the release of information contained in these records to outside agencies; and to provide for efficient student records management.

I. Definitions

1. "Student" means any person who is attending or has attended an educational institution and with respect to whom that institution maintains student records or personally identifiable information. The term does not include a person who has not been in attendance at this institution.

2. "Eligible Student" means a student who has attained 18 years of age. An eligible student has the right to inspect and review his or her records. The rights previously accorded to the parent or legal guardian shall now belong to the eligible student.

3. Student Records
   a. "Student records" mean those records that are:
      (i) Directly related to a student; and
      (ii) Maintained by an educational agency or institution or by a party acting for the agency or institution.
      (iii) Documented disciplinary action against the student.
b. “Student records” does not include:

(i) Records of instructional, supervisory, and administrative personnel and educational personnel ancillary to those individuals which are kept in the sole possession of the maker of the record, and are not accessible or revealed to any other individual except a temporary substitute for the maker of the record;

(ii) Records of a law enforcement unit of an educational agency or institution, but only if student records maintained by the agency or institution are not disclosed to the unit, and the law enforcement records are:

- maintained separately from education records;
- maintained solely for law enforcement purposes; and
- disclosed only to law enforcement officials of the same jurisdiction

(iii) Records relating to an individual who is employed by an educational agency or institution that:

- are made and maintained in the normal course of business;
- relate exclusively to the individual in that individual’s capacity as an employee; and
- are not available for use for any other purpose

(iv) Records on a student who is 18 years old or older, or is attending an institution of post-secondary education, that are:

- Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional’s or paraprofessional’s professional capacity or assisting in a paraprofessional capacity,
- Made, maintained, or used only in connection with treatment of the student, and
- Disclosed only to individuals providing the treatment; and

(v) Records that only contain information about an individual after the individual is no longer a student at that agency or institution.

c. Records relating to an individual in attendance at the agency or institution who is employed as a result of the individual’s status as a student are education records and not excepted.

d. For the purpose of this regulation, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.
II Classification of Student Records

It should be noted that student records fall into two classifications:

A. DIRECTORY INFORMATION

1. Directory information includes the student's name, photograph, grade placement, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and honors received, and the most previous educational agency or institution attended.

2. The Director of Student Services is responsible for annual notification to parents and eligible students of:
   a. The fact that directory information is released.
   b. The categories of information which are designated as directory information.
   c. The right of parents or eligible students to refuse to permit the designation of any or all of the categories of directory information with respect to that student.
   d. The period of time within which the parent or eligible student must inform the school in writing of the categories of directory information which are not to be released with regard to that student.
   e. Requests to opt out shall be made in writing to the principal by September 30 each year. (Opt out of Directory Information Request shall be filed in the student cumulative record and designated in eSchool Plus in the Student Permissions Fields.
   f. Schools may not disclose the directory information of a former student if the eligible student/parent opted out of disclosure during the last school year of attendance.

B. PERSONALLY IDENTIFIABLE INFORMATION

1. Personally identifiable information means that the data or information, excluding directory information listed above, includes the name of a student; name of the student's parent, guardian or other family member; the address of the student; the phone number of the student; a personal identifier such as the student's social security number or student number; a list of personal characteristics which would make it possible to identify the student with reasonable certainty; or other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty.

2. Disclosure of Personally Identifiable Information
   a. When "school records" are requested in writing by the student's parent(s), non-custodial parent, adoptive parent(s), or legal guardian, the principal or principal's designee will copy the appropriate material and forward it to the person, agency, or institution designated in the written request.
b. The school system or school shall obtain the dated, written consent of the parent/guardian or eligible student before disclosing or permitting inspection of personally identifiable information from the records of a student, other than directory information, except as provided in Part G of this section. Family Education Rights and Privacy Act (FERPA) prohibits schools from providing any outside agency – including the Immigration and Naturalization Services (INS) – with any information from a child’s school file that would expose the student’s undocumented status without first getting permission from the student’s parents. The only exception is if an agency gets a court order – known as a subpoena – which parents can then challenge. Schools should note that even requesting such permission from parents could act to “chill” a student’s Plyler rights.

c. Whenever written consent is required, the school may presume that the parent or guardian or the eligible student giving consent has the authority to do so unless the school has been provided with evidence that there is a legally binding instrument or a State law or court order governing divorce, separation, or custody, which provides to the contrary.

d. Whenever written consent is required, it shall be signed by the parent or eligible student and must include:
   (i) A specification of the records to be disclosed.
   (ii) The purpose of the disclosure.
   (iii) The parties to whom the disclosure is to be made.

   Upon request, a copy of the records disclosed shall be provided to the parent or eligible student.

e. Emailing Personally Identifiable Student Information to Person Outside of CCPS.org.
   – Staff members must use the email encryption when a recipient of the email is outside of the CCPS network, meaning their email address does not end with @carrollk12.org and that email contains personally identifiable information (PII) for a student. PII includes the name of a student; name of the student’s parent, guardian or other family member; the address of the student; the phone number of the student; a personal identifier such as the student’s social security number or student ID number; or a list of personal characteristics which would make it possible to identify the student with reasonable certainty.

   PII also includes other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty. As an example, all emails containing information regarding a student’s academic, attendance, or behavioral performance, and which are sent to a recipient outside of ccps.org must be encrypted. Personally identifiable information does not include directory information (student’s name, photograph, grade placement, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, diplomas and honors received, and the most previous educational agency or institution attended).

f. Article 49D, 10 Annotated Code of Maryland as amended by House Bill 611 provides for the sharing of information and records between agencies in order to plan and provide services to a child in a coordinated and effective way. This sharing of information and records requires the consent of the parent or guardian. The "Release of Information Among Public Agencies Consent Form" may be used for this purpose or the "Release of Student Records Consent Form" may be used with specific information requested in the section labeled "other."

g. A record of all disclosures which require written consent shall be kept with the student record. The record of disclosure shall indicate the parties who have requested or obtained personally identifiable information from the student records; and the legitimate interests these parties had in requesting or obtaining the information.
The school system or school may disclose personally identifiable information from the educational records of a student without prior consent if the disclosure is to:

(i) School officials with legitimate educational interests: A school official has legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. A school official is a person employed by Carroll County Public Schools as an administrator, supervisor, coordinator, instructor, or support staff (such as school counselor, health or medical staff, pupil personnel worker, school psychologist, and security or law enforcement personnel), and a person or organization with whom the school system has contracted to perform special task (such as an attorney, auditor, medical consultant, therapist or educational service provider).

(ii) Officials of schools or school systems, outside of the LEA, in which the student seeks or intends to enroll. School officials may continue to share information after enrollment to ensure accurate and complete student records.

(iii) Certain authorized federal and state officials seeking record data in connection with auditing, evaluation, and enforcement provisions concerning federally or state supported education programs.

(iv) Persons requiring record data in connection with a student's application for financial aid.

(v) Representatives of accrediting organizations.

(vi) Persons presenting judicial orders or subpoenas.

A subpoena for a civil case (custody, divorce, etc.) must be properly served according to MD. Rule 2-510(D) and MD. Rule 2-121(A), via hand delivery by a non-party over 18 years of age or by certified mail, restricted delivery. An employee shall notify the principal upon receiving a subpoena. If properly served, the employee shall appear in court unless the subpoena is quashed. A request to quash a subpoena must be made by the principal to the Director of Student Services.

Subpoenas sent by fax or regular mail are not properly served and will not be honored. Upon receipt of an improperly served subpoena, the employee shall notify the issuing party via a letter found at the end of this section of the Student Services Manual.

Subpoena for a Criminal Case where CCPS is the Complainant or Victim.
Per an agreement with the Carroll County States Attorney’s Office, the subpoena shall be served via fax or the US Mail.

Other School Related Criminal Subpoenas. If an employee is subpoenaed as a witness in a crime that occurred on school property, but CCPS is not the complainant or the victim, the subpoena shall be served properly via hand delivery by a non-party over 18 years of age or by certified mail, restricted delivery.

Subpoena of Student Records. In all cases of a subpoena of student records, a reasonable attempt shall be made to notify parents or eligible students that a subpoena has been issued for student records PRIOR to the release of those records. This notification must be done in writing, via email, or a documented phone call (witnessed by another employee) in advance of compliance with the subpoena, so that the parent, guardian, or eligible student may seek protective action prior to the date when the records will be produced. A template for written notice to parents/eligible can be found at the end of this section of the Student Services Manual. Once notified, copy all requested records and forward to the person designated on the subpoena. The U.S.A. Patriot Act allows a school system to disclose personally identifiable information without parental notification when complying with an ex parte court order for offenses listed in the United States Code – Title 18 – 18 U.S.C. 2332b (g) or an act of domestic or international terrorism specified in 18 U.S.C. 2331, related to the U.S.A. Patriot Act.
Officials of the Department of Juvenile Services (DJS) if the disclosure of the student record facilitates DJS's ability to effectively serve, prior to adjudication, the student whose records are released.

Persons requiring information in connection with an articulable and significant threat to the health or safety of a student or other individuals. The health or safety emergency must be documented, including the nature of the threat to the health or safety of an individual or others and the parties to whom the information was disclosed. This shall be documented on a “Disclosure of Student Information Due to a Threat of Health or Safety Emergency” form and filed in the student cumulative record until age 22. The form is located at the end of this section of the manual.

Military Recruiters/Institutions of Higher Learning - The Federal No Child Left Behind Act (Public Law 107-107) provides that secondary schools will, upon request by military recruiters or an institution of higher education, release student names, addresses, and telephone numbers for recruiting purposes. Read further for information on how to opt out of these disclosures.

Military Recruiters - The Annotated Code of Maryland, Education Article Section 7-111 allows for parents to restrict the release of information to the military. Parents/guardians or eligible students requesting that information regarding their son/daughter not be released to military personnel shall notify the principals in writing by September 30th of each school year. On or before October 1 and March 1 of each school year, the principal shall submit a list to central office that includes the name, address, and telephone number of each student whose contact information shall not be released to military recruiters as indicated on the student emergency procedure card.

Institutions of Higher Education – The federal law allows for a parent/guardian or eligible student to restrict the release of information to an institution of higher learning. If a parent or eligible student opts out of the disclosure of directory information in writing to the Principal by September 30th annually, the information shall not be released to the institution of higher education without parental consent.

Except with expressed written consent from a parent or eligible student, discipline records or knowledge of criminal convictions shall not be released to an institution of higher learning.

The addresses, email addresses, phone numbers and student identification numbers may be considered limited directory information and be provided to school parent organizations (such as PTA and Booster groups) and organizations providing service to students such as senior portraits, yearbooks, class rings, etc. when that group has a legitimate need for the information as determined by the principal in consultation with the Director of Student Services.
I. A recipient of directory information may not re-disclose the information without consent unless the Carroll County Public Schools has authorized the re-disclosure.

III. School Principal's Responsibility

The school principal is responsible for:

A. Collecting information regarding students.
B. Maintaining accurate records.
C. Making changes in identifying information, results of individual and group standardized tests, and health data within a reasonable time after these changes occur during the school year.
D. Correcting, removing or deleting any inaccurate, misleading or inappropriate information found in the student's records. When a student transfers to another school, when a student withdraws from or terminates his/her education program, and upon graduation, the principal or his/her designee shall review all records of those students. It is important that records be reviewed when the student moves from elementary to middle or middle to high school. Records and data which no longer serve legitimate and recognized educational purposes should be destroyed and not transferred. No records may be destroyed if there is an outstanding request for inspection or review including any pending legal action.
E. Assuring the security of each student's records.
F. Withholding or limiting access to medical records which are considered sensitive and/or confidential in nature. These include, but may not be limited to records pertaining to referral and treatment for drug and alcohol abuse, venereal disease, birth control, pregnancy, and a psychiatric problem in which the attending physician believes disclosure to be medically contraindicated.
G. Determining the right of individuals to have access to student's records.
H. Granting parents/legal guardians or an eligible student access to the student's records. The principal or his/her designee shall be present during all such examinations to explain the meaning and implications of all material in the student's records.
I. Giving parents/legal guardians or an eligible student a hearing for the purpose of making objections to any information contained in the records.
J. If circumstances effectively prevent the parent/legal guardian or eligible student from exercising the right to inspect and review the student records, the principal shall:
   a. Provide the parent, legal guardian or eligible student with a copy of the student records requested; or
   b. Make other arrangements for the parent, legal guardian or eligible student to inspect and review the requested student records.
K. Prior to the release of records or school related information to the non-primary or non-custodial parent, the principal must make a reasonable effort to notify the primary parent, custodial parent or eligible student. (A non-custodial parent or non-primary parent shall have no right to receive such information if the custodial parent provides the school with a copy of a court order or other legally binding instrument such as a separation agreement which states that the non-custodial parent has no right to such information.)
Procedures for granting inspection and review of records:

A. The principal shall grant inspection and review within a reasonable amount of time after a request has been made but in no case shall inspection and review be withheld more than 45 days.

B. If there is an outstanding request to inspect and review records, the records may not be destroyed.

C. A qualified staff person shall be present at the time of the inspection in order to interpret test and other data accurately and to respond to questions which parents/legal guardians or eligible student ask.

D. When necessary, records involving routine health matters should be interpreted by the school nurse.

E. Persons who desire to review student records shall be required to sign an "Access Record Log" which shall be kept with the student records. The left-hand inside cover of the student record folder shall be designated as the "Access Record Log". This shall include the following headings: Date, Person Reviewing Records, and Purpose for Reviewing Records. The parent/legal guardian of a student, an eligible student, persons to whom written consent was granted, school officials and parties requesting directory information are not required to sign the "Access Record Log".

F. The school may charge a fee for copies of student records which are made at the request of parents, legal guardians or eligible students. The fee charged for copies shall be in accordance with a schedule of fees established by the system. The fee charged will be the cost per page plus any postage that may be required. However, the fee must be waived if it can be demonstrated that the parents/legal guardians/eligible students are unable to pay the fee and thus would be prevented from exercising their right to inspect and review those records.

G. If circumstances effectively prevent the parent/legal guardian or eligible student from exercising the right to inspect and review the student records, the local school system or educational institution, or State educational agency or its component, shall:

- Provide the parent, guardian or eligible student with a copy of the student records requested; or
- Make other arrangements for the parent, guardian or eligible student to inspect and review the requested student records.

H. Prior to the release of records or school related information (as defined in I. below) to the non-primary or non-custodial parent, a reasonable effort must be made to notify the primary parent, custodial parent or eligible student. (A non-custodial parent or non-primary parent shall have no right to receive such information if the custodial parent provides the school with a copy of a court order or other legally binding instrument such as a separation agreement which states that the non-custodial parent has no right to such information.) In addition, the non-primary or non-custodial parent shall be required to pay a reasonable fee for copying and mailing the documents or sign an agreement to reimburse the school for those costs at the end of the school year; provided however, that the school shall waive payment of such fee if the non-custodial parent files a notarized affidavit that he/she is unable to pay the fee.
I. For purposes of this regulation, "school-related information" means:

- Documents which are regularly provided to the parent/legal guardian at school meetings, by mail, or by sending home with the student, such as statements on student and parent rights and responsibilities; school newsletters; school calendars; and notices of parent conferences, openhouses, and plays; and

- Those education records which are provided to the custodial parent such as report cards; disciplinary notices; and special education notices.

J. To afford privacy protection in instances where the record involves the names of two or more students, persons are to be informed about a record of an individual student when the record cannot be reviewed or duplicated without disclosing the identity of other students who may be included.

V Request to Amend Student Records

A. The parent/legal guardian of a student, or an eligible student, who believes that information contained in the educational records of the student is inaccurate or misleading or violates the privacy or the rights of the student may request that the school which maintains the records amend them.

B. The school system or school shall decide whether to amend the educational records of the student in accordance with the request within a reasonable period of time of receipt of the request.

C. If the school system or school decides to refuse to amend the student records, it shall so inform the parent or eligible student and advise the parent or eligible student of the right to a hearing and appeal procedure.

VI Procedure for Request to Amend Student Records (Federal Register - HEW 99.21 and 99.22) and/or Removal of Individual Test Scores from the Regular Education File or an IEP Folder

A. Request to Amend Record

1. Nothing in this section shall preclude the principal's right and responsibility to attempt informal resolution to records questions and concerns raised by parents/legal guardians and eligible students. Whenever possible, reasonable solutions which are mutually agreeable to the parent/legal guardian or eligible student and the principal should be sought before moving to formal hearings or appeals.

2. The parent/legal guardian or eligible student shall submit to the principal a written request for a formal conference to amend student records. The Principal shall arrange a mutually convenient time for the conference with the parent or eligible student within 15 days of the request.

3. The parent/legal guardian of the student or the eligible student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense.

4. The school principal may request the assistance of others including the maker or makers of the particular record in question in order to determine the validity of the request to amend. If the parent/legal guardian is represented by legal counsel, the school principal will be represented by the Board of Education's legal counsel.

5. The decision of the school principal shall be based solely upon the evidence presented at the formal conference and shall include a summary of the evidence and the reasons for the decisions.
6. If as a result of the formal conference the school principal decides that the record should be amended in accordance with the request, he or she shall amend the records accordingly and so inform the parent/legal guardian or eligible student in writing within 20 days of the formal conference.

7. If as a result of the formal conference the school principal decides that the record should not be amended, he or she shall inform the parent/legal guardian or eligible student of the right to place in the educational records of the student a statement commenting upon the information in the records or setting forth any reasons for disagreement with the decision. The decision not to amend shall be made within 20 days of the formal conference and shall be communicated in writing to the parent/legal guardian or eligible student.

8. If the decision rendered by the local school administrator is not acceptable to the parent/legal guardian or eligible student, appeal can be made to the superintendent of schools.

9. Any statement placed in the education records of the student by the parent/legal guardian or eligible student shall be maintained by the school as part of the education records of the student as long as the record or contested portion thereof is maintained by the school or school system. If the education records of the student or the contested portion thereof, is disclosed by the school or school system to any party, the statement shall also be disclosed to that party.

B. Request to Remove an Individual Test Score

a. Test protocols and reports should not be destroyed. If parents/legal guardians or an eligible student feel that the protocol or report is misleading or inaccurate, the procedure for amending records should be followed as indicated above.

b. If parents/legal guardians or eligible student request that an individual test protocol or individual test result/report be removed from either regular education files or the IEP folder, the Director of Student Services or the Director of Special Education, respectively, will review the request and render a decision following procedures similar to those in VIII.A.1. Through 9.Above.

c. If it is decided that the report will be removed from the local school files, the school will send the Psychological report to the Student Services Department and/or the Educational Assessment report to the Special Education Department to be stored in their confidential files. A form signed by the parents/legal guardians or eligible student indicating their request will then be filed in the student's appropriate folder at the school, as well as the Central Office Special Education or Student Services Department's confidential files. Refer to Removal of Test Results - Request Form (for records maintained at the school level).
VII Appeal Procedure

A. If the parent/legal guardian or eligible student is dissatisfied with the principal's decision, the parent or eligible student may make, within 10 days of the principal's decision, a written appeal to the Superintendent of Schools. The Superintendent or his designee has 10 days to review the appeal and to notify the parent/legal guardian or eligible student in writing of a decision, including the reasons for the decision. The Superintendent or his designee shall advise the parent/legal guardian or the eligible student of the right to appeal the decision to the Board of Education. The written appeal must be submitted to the Board of Education within 10 days of the decision by the superintendent or his designee.

B. The parent/legal guardian or eligible student may appeal the Superintendent's decision to the Board of Education. The Board will handle the appeal within 30 days of receipt of the written appeal. The parent/legal guardian or eligible student shall be afforded a full and fair opportunity to present information relevant to the issues raised and may be assisted or represented by individuals of his or her own expense.

C. The Board of Education shall render a written response within 10 days of the Board's decision.

D. Parents/legal guardians and eligible students may file a complaint with the U.S. Department of Education concerning the alleged failures by Carroll County Public Schools to comply with the requirements set forth in Board Policy: Family Educational Rights.

VIII Placement of Student Record Information

General Student Records—All student records shall be housed in locked filing cabinets. Access to any student record shall be provided only to those with a legitimate educational need to have the information (See Student Services Manual, Section VI).
A. ELEMENTARY SCHOOLS

1. Access Record Log placed on the left side of the folder via an attached sheet or a label (Student Services Manual, Section VI)
2. Transfer Student Incomplete Student Record Form (if applicable)
3. Transfer/withdrawal documentation, as applicable (see section I for list)
4. Student Record Request/Release Form
6. CCPS Student Enrollment Form with the following stapled
   a. Copy of proof of birth
   b. Copy of residency sourced document
   c. Statement of Residency Verification Form (if applicable)
   d. Special Circumstances Enrollment Approval Form
   e. Student in Out of Home Placement Best Interests Determination Form and Transportation Plan
   f. Safe at Home Letter and Card, if appropriate
   g. Early Entrance Kindergarten Letter
   h. Kindergarten Maturity Waiver (for students who withdrew from Kindergarten only)
   i. Early Care and Education Experience Prior to Kindergarten Form
   j. Maryland Student Transfer Record SRC7 (if appropriate)
   k. Home Language Survey
7. Legal documents currently in effect, including court orders regarding custody or visitation, ex parte orders, subpoenas for records, etc.
8. All SR Cards 1 through 4
9. ESOL Records Notice (blue)
10. The final report card for each year with most recent on top
11. Pre-K Progress Report/Pre-Kindergarten Developmental Checklist
12. History of Gifted Education Services Form
15. Disclosure of Student Information Due to a Threat of Health or Safety Emergency Form
16. Suspension Notices, with most recent on top
17. Report of CPI Restraint and/or Seclusion

Please note: effective with the 2008-2009 school year, all SR Cards are updated electronically. When a student transfers within county, these records will be transferred electronically. When a student transfers out of county, or to a private school, these student record cards will need to be printed and attached to the transfer records. Existing cards must be maintained in the student cumulative file. SR Cards received from other Maryland Public Schools must also be maintained.
B. SECONDARY SCHOOLS

1. Access Record Log placed on the left side of the folder via an attached sheet or a label (Student Services Manual, Section VI)
2. Transfer/Student Incomplete Student Record Form (if applicable)
3. Transfer/withdrawal documentation as applicable (see Section III list)
4. Student Record Request/Release Form
6. CCPS Student Enrollment Form with the following stapled:
   a. Copy of proof of birth
   b. Copy of residency source document
   a. Statement of Residency Verification Form (if applicable)
   b. Special circumstances Enrollment Approval Form
   c. Student in Out of Home Placement Best Interests Determination Form and Transportation Plan
   d. Safe at Home Letter and Card, if appropriate
   e. Early Entrance Kindergarten Letter
   f. Kindergarten Maturity Waiver (for students who withdraw from kindergarten only)
   g. Early Care and Education Experience Prior to Kindergarten Form
   h. Maryland Student Transfer Record SRC 7 (if applicable)
   i. Home Language Survey
7. Legal documents currently in effect, including court orders regarding custody or visitation, ex parte orders, subpoenas for records, etc.
8. All SR Cards 1 through 4
9. ESOL Records Notice (blue)
10. The final report card for each year with most recent on top
11. Pre-K Progress Report/Pre-Kindergarten Developmental Checklist
12. History of Gifted Education Services Form
13. Student Exit Interview Form
15. Opt Out of photo/video/audiorequest, dated
16. Disclosure of Student Information Due to a Threat of Health or Safety Emergency Form
17. Age of Majority Request/Letter
18. Emancipation Form
19. Suspension Notices with most recent on top
20. Report of CPI Restraint and/or Seclusion

Please note: effective with the 2008-2009 school year, all SR Cards are updated electronically. When a student transfers within county, these records will be transferred electronically. When a student transfers out of county, or to a private school, these student records cards will need to be printed and attached to the transfer records. Existing cards must be maintained in the student cumulative file. SR cards received from other Maryland Public Schools must also be maintained.
C. HEALTHRECORDS

1. Access RecordLog placed on the left side of the folder via an attached sheet or a label
2. Health Screenings – Examinations and Evaluations – SRC5
3. Additional Comments on Student’s Health
4. DHMH896 with immunizations sourced documents attached
5. Health Inventory – SRC6 [White]
7. Health History – Physicians reports, previous school health information, medication consent forms, accident reports, etc.

Note 1: All Student Record Cards should be filed in order in the cumulative record folder.

Note 2: Items in student files are to be only those listed in the Student Services Manual Record Section (Section VI).

2/09/09
D. **Nonpublic Student Record Procedures**

1. The Special Education Nonpublic Office will be responsible for the nonpublic student records process. That office will maintain the grade reports and transcripts for nonpublic students. The student’s cumulative record will be housed at the student’s “home school” in a pink colored folder. These folders will be matriculated to the student’s next school of attendance (i.e. Elem to Middle/ Middle to High)

2. When a student is approved for a nonpublic placement, the cumulative student record will be sent to the student’s home school for storage, as stated above.

3. The Coordinator of Nonpublic Placements will notify the home school when a student transfers out of or withdraws from the nonpublic school.
   
   a) If the child transfers or withdraws, the cumulative record will remain at the last known home school attended by the student per the Student Services Manual Record Retention Schedule for Inactive Students.

E. **Nonpublic High School Student Transcripts**

1. Nonpublic high school transcripts shall be created and maintained in eSchool Plus via the Special Education Nonpublic Office by the Special Education Registrar.

2. The Coordinator of Nonpublic Placements will contact the home high School Counselor if assistance is needed in determining the appropriate course description and/or credits for the transcript.

3. The Special Education Nonpublic Office will submit the names of potential nonpublic graduates (diploma/certificate) to the home high school Registrar by February each school year.

4. Upon meeting graduation requirements, the Special Education Registrar shall transfer the student via eSchoolPlus from “777” to the home high school, then graduate the student with the appropriate completion code:

   - C60 Diploma
   - C62 Certificate of Attendance

5. The Graduate cumulative record shall be maintained at the home high school through age 21 per the Student Services Manual Record Retention Schedule.

Revised June 2018
F. Procedures for Missing or Incomplete Nonpublic Student Transcripts

Student has no transcript, but is on the diploma or certificate list. Transfer the student from “777” to the home high school and complete the student with a C60 graduation code. Provide a letter verifying that graduation requirements have been met.

Student has no transcript and is not on a diploma or certificate list. Transfer the student with a T code (nonpublic in state T16 or out of state T17). Write a letter stating that the record is incomplete and graduation cannot be verified.

Student has a partial transcript and is on a diploma or certificate list. Transfer the student from “777” to the home high school and complete the student with a C60 graduation code. Provide a letter verifying that graduation requirements have been met.

Student has a partial transcript and is not on a diploma or certificate list. Transfer the student with a T code (nonpublic in state T16 or out of state T17). Write a letter stating that the record is incomplete and graduation cannot be verified.

Revised June 2018
G. Information other than that listed above shall not be included in the permanent record of all students or special groups of students without the authorization of the Director of Student Services.

1. Information not contained in the Cumulative Record is not part of a student record.

Cumulative student records shall not include any information related to:
   a. A student emergency card
   b. Drug or alcohol abuse
   c. Counseling
   d. Pregnancy
   e. Abortion
   f. Contraception
   g. Sexually transmitted infections
   h. Reports of suspected or actual abuse or neglect
   i. Reportable offense
   j. Criminal records
   k. MSAP (Maryland Student Assistance Program)
   l. Bullying and Harassment forms
   m. Reports of gang-related activity
   n. Or any other information where recording is prohibited by law.

2. A separate health file should be maintained in a locked cabinet in the healthroom.

IX Transfer of Information by Third Parties

A. The school system or schools shall not release a student's record except on the condition that the party to whom the information is being transferred will not permit any other party to have access to such information without the written consent of the parents/legal guardians or the eligible student.

B. The school system shall include with any information released to a party under item A of this section a written statement which informs such party of the requirement set forth in item A of this section.

C. If a third party improperly re-discloses personally identifiable information from student records in violation of this regulation, the local school system or educational institution may not allow that third party access to personally identifiable information from student records for at least five years.

X Waivers of Rights Regarding Student Records (Federal Register- HEW99.7)

A. Subject to all legal limitations, a parent or an eligible student may waive any or all of his or her rights with regard to student records.

B. A waiver may not be valid unless in writing and signed by the parent/legal guardian or eligible student as appropriate.

C. A waiver maybe requested by a school system or school but may not be required.

D. An individual applying for admission to an institution of postsecondary education or for employment may waive his or her right to inspect and review confidential letters and statements of recommendation respecting (1) admissions to an educational institution; (2) application for employment; or (3) honor or honorary recognition.

   a. A waiver under this section may only be executed by the individual.
   b. A waiver under this section applies only if:
i. The applicant is notified, upon request, of the names of individuals providing the letters or statements;

ii. The letters and statements are used only for the purpose originally intended; and

iii. The waiver is not required as a condition of admission, employment, or the granting of any service from the agency or institution.

E. A waiver may be revoked. Any revocation must be in writing and only affects actions occurring after the revocation. If the parent/legal guardian executed the waiver, the student may revoke the waiver after becoming an eligible student.

XI. Procedures for Retention, Disposition, and Destruction of Student Records

A. Guidelines and standards for the retention and disposition of student records maintained under this title shall be those adopted in the Maryland Student Records System Manual.

B. A student record folder shall be kept for each student enrolled in the Carroll County Public Schools. Files or file rooms shall have limited access and be locked when schools are not in session.

C. Senior students may request in writing the post-secondary institution or employer to which they wish to have their records released.

D. Transfer of Records to feeder schools (elementary to middle, middle to high school)

When students are promoted from one school level to the next cumulative records shall be reviewed by the school principal or his/her designee prior to transferring the records. Items that are not part of the student’s cumulative file should be removed and not transferred. A complete description of the record retention schedule follows. Examples of what should be forwarded to the next school are listed below. Information contained in student records that is not listed here or in the retention schedule should NOT be sent to the feeder school, and should be disposed of in an appropriate manner. Please note that requirement for Special Education records retention and transfer should be followed. Any questions regarding what to maintain in a student record should be referred to the Student Records Liaison or the Director of Student Services.

Transfer of Records to feeder schools:

- Complete cumulative file including all SR Cards and report cards – electronic SR cards will be electronically transferred
- All health records
- Legal documents including court orders regarding custody or visitation which are currently in effect. Outdated legal documents should NOT be transferred.
- Notice of existence of confidential file

E. Guidelines and standards for the retention and disposition of student records maintained under this title shall be those adopted in the Maryland Student Records Manual (2016) and/or the Student Records Retention Schedule.

a. Records of students who have withdrawn from Carroll County Public Schools must be kept at the last school of attendance. If a student was promoted to a feeder school, but does not attend, the records will be returned to the last school in which the student was enrolled.

b. Regulations for Retrieving Records - Copies of micro-film/microfiche records should be retrieved as follows:

   i. Locate the records on your copy of the microfilm/microfiche.

   ii. Call the Department of Student Services and be prepared to give student name, school and reference number of the record requested.
c. Individual student records not required or specifically regulated by other state or local regulations shall be destroyed when they no longer serve legitimate education purposes, subject to the following exceptions:

   i. The agency or institution may not destroy any education records if there is an outstanding request to inspect and review them under the provisions of this manual.
   
   ii. Explanations placed in the education records under this section shall be maintained as indicated above.
   
   iii. The record of access required under the provisions of this manual shall be maintained for as long as the education record to which it pertains is maintained.
<table>
<thead>
<tr>
<th>Form Number</th>
<th>Record Title or Description</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>SR-1</td>
<td>Personal Data</td>
<td>Permanent</td>
</tr>
<tr>
<td>SR-2</td>
<td>Annual School Performance Data Summary PreK-8</td>
<td>Through Age 21</td>
</tr>
<tr>
<td>SR-3</td>
<td>Electronic Transcript-Annual Secondary School Performance Data Summary Grade Levels 9-12</td>
<td>Permanent</td>
</tr>
<tr>
<td>SR-4</td>
<td>Test Information</td>
<td>Through Age 21</td>
</tr>
<tr>
<td>SR-5</td>
<td>Health Screening, Examinations and Evaluations</td>
<td>Through Age 21</td>
</tr>
<tr>
<td></td>
<td>Immunization Record (DHMH 896)</td>
<td>Through Age 21</td>
</tr>
<tr>
<td></td>
<td>Health Inventory (Physical Form)</td>
<td>Through Age 21</td>
</tr>
<tr>
<td></td>
<td>Lead Certificate (DHMH)</td>
<td>Through Age 21</td>
</tr>
<tr>
<td>SR-7</td>
<td>Maryland Student Exit Record</td>
<td>3 years</td>
</tr>
<tr>
<td>Inactive Student Records</td>
<td>Records for students who have exited a school</td>
<td>4 years beyond exit date</td>
</tr>
</tbody>
</table>

**NOTE:** EFFECTIVE 2008-2009 CCPSSR CARDS ARE STORED ELECTRONICALLY

*Hard copies of SRC1 through 2021

**Source Documents:**

- **Evidence of Birth**: See Evidence of Birth Requirements Through Age 21
- **Proof of Residency**: See Proof of Residency Requirements 3 years beyond the year to which it pertains, or until any audit is resolved.
Other items in the Student Record
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>Retention Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report Cards</td>
<td>Annual Report Cards K-12</td>
<td>Graduation or through age 21 - whichever comes first</td>
</tr>
<tr>
<td>Legal Documents</td>
<td>Court Orders, etc.</td>
<td>As long as the Order is valid</td>
</tr>
<tr>
<td>Individual Student Assessment Data</td>
<td>Individual Score Report</td>
<td>Until replaced by a more recent Test or graduation</td>
</tr>
</tbody>
</table>
Notice of Confidential File

All Health Records

Test Scores and Reports

Graduation

Accident reports, serious illness form etc.

Through the end of the current school year

Through Age 21
<table>
<thead>
<tr>
<th>Record Access Log</th>
<th>Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record of parties who have requested or obtained personally identifiable information from the student record</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCPS Enrollment Form</th>
<th>Three years beyond the year to which it applies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Suspension Notice</td>
<td>Through Age 21</td>
</tr>
<tr>
<td>Electronic Discipline Data</td>
<td>Through Age 21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Disciplinary Information Referrals, discipline folders, etc</th>
<th>Two year beyond the current school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Absence Note</td>
<td>Through the end of the school year or longer if requested by an administrator or PPW.</td>
</tr>
<tr>
<td>Tardy/Early Dismissal Logs</td>
<td>3 years beyond the year to which it applied</td>
</tr>
<tr>
<td>Emergency Cards</td>
<td>Through the end of the current school year</td>
</tr>
<tr>
<td>Information required for English Language Learners</td>
<td>Graduation or completion of High School program or through Age 21</td>
</tr>
</tbody>
</table>

**Information required for Special Education**

<table>
<thead>
<tr>
<th>Written IEPS</th>
<th>6 years after Special Education Exit Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Reports &amp; Protocols</td>
<td></td>
</tr>
<tr>
<td>IEP Records</td>
<td></td>
</tr>
<tr>
<td>Medical Assistance Documentation</td>
<td></td>
</tr>
</tbody>
</table>

**Information required for 504 Plan Services**

<table>
<thead>
<tr>
<th>504 Accommodation/Related Services Plans</th>
<th>6 years after 504 exit date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation/Eligibility Determination Form</td>
<td></td>
</tr>
<tr>
<td>Prior Written Notice Forms</td>
<td></td>
</tr>
</tbody>
</table>

**Other Systems Records**

<table>
<thead>
<tr>
<th>Annual Organization Reports</th>
<th>10 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public School Enrollment, Attendance and Promotions</td>
<td>3 years</td>
</tr>
<tr>
<td>Summary of Enrollment, Attendance and Promotions</td>
<td>3 years</td>
</tr>
</tbody>
</table>
A. **Enrolling a student**

When a student enrolls in Carroll County, the receiving school is responsible for requesting student records, including confidential reports, from the student’s former school. The receiving school may also request a report of the student’s discipline record if desired. Upon receipt of the records, the principal, or his or her designee, should review the file and should ensure proper storage and distribution of all information. Confidential records such as psychological reports should be maintained in confidential files in the case of regular education students and in the IEP folder in the case of special education students. Medical records are considered confidential also and shall be handled accordingly. A sample form (Release of Student Records Consent Form) may be used to request records.

If records are not received from another school due to outstanding obligations follow as many of the steps as needed below:

1. Inform the parent that complete records are necessary for graduation and solicit their assistance in obtaining the record.
2. Contact the principal of the former school by phone requesting the records be sent and, if it is a Maryland Public school, remind them that MSDE states that records may not be held for failure to pay an obligation.
3. Maintain a written record of your efforts to obtain the records.
4. Confirm in writing to the parents/legal guardians that the child may be denied graduation due to lack of verification of prior educational experiences and coursework.
5. Contact Pupil Personnel Worker, Supervisor of School Counseling, or Student Records Liaison.
6. If another Maryland Public School refuses to release records to CCPS, notify the Assistant Supervisor of Student Records.

B. **Transferto another CCPS School**

- Complete a Maryland Student Exit Record (SRC7) and attach required documents including:
  - Evidence of birth
  - Most current report card
  - High school credit information (if applicable) (from School Counselor Web Center)
  - Current testing
  - Immunization records

- Upon receipt of a records request, send the following original records:
  - Entire cumulative folder including all CCPS enrollment documents, and other required documents (SR cards, report cards, current legal documents, etc.)
  - Health File
  - Discipline File
  - Special Education Records
  - 504 Records

- Electronic records do NOT need to be printed

The sending school should maintain copies of the following if they do not exist in an electronic format:

- All SR Cards
- Health Information
- Current 504 Accommodation/Related Services Plan, the most recent evaluation/Eligibility Determination Form, and a copy of the most recent prior written notice (keep for six years)
- Current Individualized Education Program (IEP) and most recent prior written notice
- Most recent MER and assessment reports
- Documentation of the disability for students with disabilities

- It is not necessary to print information from eSchoolPlus.
C. Transfer to a Public School in Maryland

Do not send any student records until an official request for records is submitted by the receiving school. The request for records from the receiving school should be maintained with the student record as evidence of the transfer.

When a student transfers to another public school in Maryland, outside of the LEA, send the original student records in their entirety including special education, 504, and discipline records. Student Record Card 7 (Maryland Student Exit Record) must be completed for the student. Attach the following documents:

- Evidence of birth
- Most current report card
- High school credit information (if applicable) (from School Counselor Web Center)
- Current testing
- Immunization records

Completion of SR Card 7 is not sufficient for exiting a student from the school. LEAs and schools must ensure continuance of educational services, and provide sufficient documentation prior to exiting a student. Additional information on appropriate forms of documentation for Transfer, Exit, or completion can be found in the Enrollment Section of the Student Services Manual.

The sending school should maintain copies of the following:

- All SR Cards
- Health information
- Current 504 Accommodation/Related Services Plan, the most recent Evaluation/Eligibility Determination Form, and a copy of the most recent prior written notice (keep for six (6) years.)
- Current Individualized Education Program (IEP)
- Most recent assessment reports
- Documentation of the disability for students with disabilities

Copies of student records for students who exited the public school and transferred to another public school must be kept for four (4) years after which they may be shredded. The sending school should submit the following to the receiving school:

- **Originals**
  - All SR Cards
  - Report cards
  - Immunization record
  - Original 504 Record
  - Current Individualized Program (IEP)/504 Plan
  - Disciplinerecords
  - All others supporting documentation and/or student records

Schools should not send CCPS enrollment forms, Proof of Residence, and other CCPS documents.

It is not necessary to print information from eSchool Plus.

D. Transfer Outside Maryland Public Schools or to a Nonpublic School

Do not send any student records until an official request for records is submitted by the receiving school. The request for records from the receiving school should be maintained with the student record as evidence of the transfer.

When a student transfers to an out-of-state school or a nonpublic school, copies of all student records must be sent, including copies of the IEP, 504 Plan, and discipline records. The sending school should keep the original record cards. Student Record Card 7 (Maryland Student Exit Record) must be completed for the student. Attach the following documents:
• Evidence of birth
• Most current report card
• High school credit information (if applicable) (from School Counselor Web Center)
• Current testing
• Immunization records

Completion of the SR Card 7 is not sufficient for exiting a student from the school. LEAs and schools must ensure continuance of educational services, and provide sufficient documentation, prior to exiting a student. Additional information on appropriate forms of documentation for Transfer, Exit or Completion can be found in the Enrollment Section of the Student Services Manual.

The Sending school should maintain the following:

• Original student records in their entirety

The Sending school should submit the following to the Receiving school:

Copies of:
• All SRCards
• Report Cards
• Immunization Record
• Current Individualized Education program (IEP)
• Section 504 Folder
• Disciplinary records
• All othersupporting documentation and/or student records

The sending school must maintain the original records according to the Record Retention Schedule. Schools should not send CCPS enrollment forms, Proof of Residence, and other CCPS documents

E. Transfer to a State Institution/Children in State Supervised Care

Do not send any student records until an official request for records is received. The request for records from the receiving school should be maintained with the student record as evidence of the transfer.

• The “Placement Agency” shall immediately notify Carroll County Public Schools of the pending enrollment of a student in their jurisdiction.
• Within 2 school days after receiving notice of the student’s placement the receiving school shall request in writing, from the student’s sending school, the student’s educational records.
• The receiving school shall provide a copy of this request to the eligible student or the adult responsible for this student.
• The sending school, immediately upon receiving notice of the student’s transfer will orally inform the receiving school of the current grade level and the status of the student as it relates to IDEA or section 504.
When a student transfers to a State agency, foster care or Correctional Education facility, original student records must be sent in their entirety, within 3 school days of the receipt of request (COMAR 13A.08.07.03) unless a specific request that is more convenient and mutually agreed upon is made by the receiving school. Student Record Card 7 (Maryland Student Exit Record) must be completed for the student. Attach the following documents:

- Evidence of birth
- Most current report card
- High School Transcript (if applicable)
- Current testing
- Immunization records

Completion of SR card 7 is not sufficient for exiting a student from the school. LEAs and schools must ensure continuance of educational services, and provide sufficient documentation, prior to exiting a student. Additional information on appropriate forms of documentation for Transfer, Exit, and Completion can be found in the Enrollment Section of the Student Services Manual.

The Sending school should submit the following to the Receiving school:

- Original student records in their entirety
  - Include Special Education Records, 504 Plan, Discipline Records
    - Documentation of the disability for students with disabilities
- Copies of student records for students who exited the public school and transferred to another public school must be kept in accordance with Information Required for Students with Disabilities.

To the extent the sending school did not have or did not provide the records and the placement agency has access to them, the placement agency shall provide to the receiving school:

- If applicable, the IEP or Section 504 Plan;
- Immunization records;
- If applicable, a blood lead testing certificate;
- Birth certificate or other proof of age;
- Health records that are educationally relevant.

If the placement of the child changes during the school year and the child’s new address remains within the school boundaries, the placement agency caseworker shall send a letter to the school providing the new address, contact information, and any other relevant information.

Issues of coordination, information sharing, decision making, and problem solving on behalf of children in State Supervised Care shall be directed to the Supervisor of Student Services – Pupil Services.
F. **Withdrawals from Maryland Public Schools**

For students who wish to terminate formal education the Student Exit Interview Form must be completed and maintained with the student record. The Student Exit Interview form provides sufficient documentation to withdraw a student from the school.

The school should maintain original records per the Record Retention Schedule of Student Records.

G. **Transfer of Records for Military Children**

1. If official educational records cannot be released to the parents for the purpose of transfer, unofficial copies must be provided to the parents by the sending school. Receiving schools are required to enroll and appropriately place the student based on the information provided in the unofficial educational records, pending validation of the official records.

2. Sending schools have a maximum of 10 days to provide receiving schools with official educational records.

3. Schools shall give students and their families 30 days from the date of enrollment to obtain immunizations required by the receiving school systems.
Date: ___________________.

Student records were received for ____________________________ Student

on ____________________, from ____________________________.

Date Received                                      Name of School/System

The following elements were not included or were incomplete:

❑ SRC1 – Personal Data/Attendance Data
❑ SRC2 – Annual Performance Data Summary (PreK–8)
❑ SRC3 – Annual Secondary School Performance Data Summary (9–12)
  ___ SRC3A – Supplemental
  ___ SRC3B – High School Assessment Performance Summary
❑ SRC4 – State Mandated and LSSTesting
❑ SRC5 – Health Screening
❑ SRC7 – Maryland Student Withdrawal/Transfer Record
❑ Maryland 896 Immunization Record

*** Important Note: If a student transfers in-state, the receiving/sending school must receive/send the original records, and make copies of those records for their files.

Comments:

__________________________________________  ________________________________  ________
Name of Person Completing Form              Signature of Person Completing Form          Date
A. Special Education Records (SERs) Unless otherwise noted in this subsection, SERs are subject to the provisions of student confidential records.

1. SERs shall include the information related to the identification, evaluation, the provision of the special education program for the handicapped student, including but not limited to:
   - IEPs
   - IEP committee minutes
   - Evaluation reports and assessment documents
   - Due process notices and consents
   - Access log

2. Personally identifiable information regarding other students except family members shall not be entered into any SER.

3. Procedures for SERs
   - Creation:
     Upon the initial referral of a student to an IEP committee, an SER shall be created for the student.
   - Maintenance:
     For any handicapped student who has received special education services or who has been referred to the IEP committee, the SER shall be maintained under confidential procedures by the case manager at the school for the duration of the special education services and at least six (6) years after the student has graduated, terminated, or transferred.
Organization:
Each student with a disability SER shall be organized in an five (5) section classification folder, letter size, with prong fasteners. The organization shall be as follows:

Section 1.1
Current IEP (all components)

Section 1.2
Previous IEP’S

Section 2.1
All Evaluation Reports (i.e., Educational, Psychological, OT, PT, Speech, etc.) test protocols, and MER Reports with dates within the past three (3) years of September of the current school year.

Section 2.2
Individual and MER Evaluation Reports with dates older than three (3) years.

Section 3.1
Access logs/MA documentation, parents rights receipts

Section 3.2
Copies of IEP Committee notices and consents within the past five (5) years; and old notices and consents if needed for educational decision-making.

Transfer:
(i) Whenever a student with a disability transfers to another public school within Carroll County Public Schools or the state, the original SER shall be sent to the receiving school. A copy of the current IEP, the most recent MER report, and the last IEP committee meeting minutes shall be maintained by the sendingschool for six (6) years.

(ii) When a student with a disability transfers to a private school or any school outside of Maryland a copy of the SER shall be sent to the requesting school. The original SER shall be maintained at least six years after the student transferred.

(iii) Non-public Special Education Students – The records of those Carroll County Public School students who are placed in a non-public special education placement shall be maintained by the student’s home school. The records will be placed in a pink folder and housed with the appropriate grade level records with the rest of the students. The pink file will be moved annually with the records to the next grade level, as well as, moved from elementary to middle to high school with the rest of the student records.
Destruction of records:

(i) Parental Request for SER amendment - see Request to Amend Student Records.

(ii) Upon dismissal from CCPS special education services, the IEP Committee shall notify the parent or eligible student that after a period of not less than six years, the SER shall be destroyed. The parent or eligible student shall also be advised of the right to review the record and receive a copy of the SER. For those students who exit the IEP committee process at IEP-1, -2, or -3, (See Special Education Handbook, page 27.) the IEP committee shall use form 2.4 Section A under "other" specifying "no handicap suspected or verified at this time.

(iii) Any part of the SER with the exception of IEP committee meeting minutes which is older than six (6) years and is no longer needed for educational decision making purposes may be removed from the record. The IEP committee shall notify the parents/legal guardians or eligible student in writing of the proposed records destruction and offer the opportunity to review the records and receive copies.

(iv) The physical destruction of SER's shall include the tearing of the material in such a way that they cannot be reassembled and placement of the records in more than one plastic bag for routine disposal.

B. When information is received on an enrolled student from a source outside of school (i.e., physician's report, Mental Health Clinic report, etc.), that record should be reviewed by the principal or principal's designee to determine if it has any relevance to the student's educational program. If the information has any educational relevance, it shall become part of the student record and should be maintained in accordance with the above regulations. Upon transfer, such reports shall be forwarded with the student record.

C. When a parent requests that a student's records be sent to anyone other than another school, it is necessary that written permission be secured. (See Release of Student Records Consent Form.) The Department of Student Services should be informed of such requests since additional student records may be stored there.

D. Release of Records Consent Forms

1. **Educational** - Release of records from another educational institution will require the use of the Release of Student Records Consent Form.

2. **Medical** - The privacy portion of the Health Insurance Portability and Accessibility Act (HIPAA), effective April 14, 2003, requires that HIPAA-covered entities have specific language in the release forms to disclose information about their patients. While education records do not need to comply with these regulations, medical care providers must. In order for the school system to receive records from HIPAA-covered entities (physicians, psychologists, etc.), Authorization for Release of Medical/Psychological Records must be completed.

3. **Public/Private Agencies** – Release of records from a public/private agency will require the use of the Release of Information among Public Agencies Consent Form.
Request for School Records

To: Registrar/School Counseling Office

Phone: ________________________________
Fax: ________________________________

Student: _____________________________ DOB: ___________ Grade: ___________

Please forward the following information at your earliest convenience:

___________ Academic Records
___________ Immunization/Health Records
___________ Discipline Records
___________ IEP/504 Records
___________ School Psychological Records
___________ Other (specify)

According to regulations established by the Family Educational Rights and Privacy Act (Buckley Amendment 99:31) dated June 17, 1976, it is no longer necessary to obtain written consent to release records. It states that school officials, including teachers within the Education Institution and officials of other school systems in which the student may intend to enroll, may receive a student’s record without a written consent for such release.

Thank you for your assistance and cooperation.

Respectfully,

Registrar / School Official

Date Requested _________________________

Revised 11/11
CONFIDENTIAL RELEASE OF INFORMATION

Student Name: ____________________________ Date of Birth: _______________________
Address: ____________________________ State: _______ Zip code: ______________________
Parent(s)/Guardian(s): ____________________________

School Name: ____________________________ Phone Number: _______________________
Name: _______ Contact _______ Position: _______
Person: ____________________________ Zip code: _______
School Address: ____________________________ State: MD _______
School FAX Number: ____________________________ E-mail Address: __________

I, (student’s parent or guardian) do hereby authorize the following medical or mental health provider to release confidential records to the school and contact person listed above:

Name of Agency, Medical or Mental Health Provider: _______
Name of Student’s Service Provider: _______
Address: ____________________________
PHONE NUMBER: ______________________
FAX Number: ______________________

Type(s) of Records Requested:
☐ Medical
☐ Mental Health
☐ Pharmacological
☐ Educational
☐ Communication between professionals, school staff, and service provider
☐ Other ____________________________

This release also authorizes reciprocal exchange of the information listed above: ☐ Yes ☐ No

I hereby authorize disclosure of the confidential information for the above-named student. This authorization is valid for 12 months from the date of signature. I understand that I may cancel this request with written notification but that it will not affect any information released prior to the notification of cancellation.

Parent/Guardian Signature ____________________________ Date ________________________
<table>
<thead>
<tr>
<th>School Contact Person</th>
<th>E-mail Address</th>
<th>Date</th>
</tr>
</thead>
</table>


WAIVER

Parental Permission for Release of Information to the News Media

In order to permit school officials to respond to media inquiries regarding my child, I, the parent/guardian of __________________________, hereby authorize officials of Carroll County Public Schools to release information about

My child which is known by Carroll County Public Schools regarding __________________________. I understand that this authorization includes any information covered by the Family Educational Rights and Privacy Act (“FERPA”) and COMAR 13A.08.02, et seq. I further permit news media representatives to release this information to the public. I acknowledge that I have been notified by the Carroll County Public Schools with respect to my right to inspect, review, and seek amendment of my student’s records and of my right to consent to or deny disclosure of personally identifiable student records. (Such notice is provided in the Carroll County Public Schools Informational Calendar, which is distributed to all families at the beginning of each school year.)

____________________________________  __________________________
Signature of Parent/Guardian  Date

____________________________________
Street Address

____________________________________
City  State  Zip

____________________________________
School

NOTE: A copy of this form shall be placed in the student’s file.

Revised 10/01
TRANSCRIPTS

CURRENT STUDENTS

High school counseling office staff will prepare transcripts for current students at the request of the student or parent according to the following procedures and those additions established at each school.

A. Transcripts may be issued on an official or unofficial basis

1. Official Transcripts

Consists of a copy of the student’s courses, final grades, GPA and courses in progress. The copy will be signed and dated by the counselor and stamped with the official school seal. Standardized test information will accompany an official transcript at the request of the student. The transcript will then be mailed or sent electronically to the office for whom the transcript was requested. An official transcript will not be faxed. An official transcript may be provided directly to the student. The transcript will be stamped, in red, “This transcript was provided to the student.” An official transcript may be sent electronically that is, directly from the high school to colleges and universities participating in the electronic submission process.

2. Unofficial Transcripts

Consists of a copy of the student’s courses, final grades, GPA and courses in progress. Standardized test information will accompany an unofficial transcript at the request of the student. The copy will not be signed or dated by the counselor and will be stamped “unofficial.” The transcript will be given to the student or the parent to use as needed.

B. A student desiring to have a transcript sent to a school official, employer or other person outside of Carroll County Public Schools shall complete a Transcript Request Form and submit it to the school counseling office at least two weeks in advance of the date the transcript is to be sent.

C. Parental consent is not required for the release of the high school transcript to officials or colleges, post secondary, scholarships, institutions, or school systems, outside of the LEA, in which the student seeks or intends to enroll. Since the Carroll County Public Schools provide public notice that it forwards education records on request to a school or school system in which a student seeks or intends to enroll, no further notice of the transfer is required (see Disclosure of Personally Identifiable Information).

D. Schools will provide three free transcripts for enrolled students. A $2.00 fee will be charged for each additional transcript. Former students will be charged $5.00 per transcript to be submitted along with their written request.

Revised 2/20
Transcript Procedures
Former Carroll County Public School Students
(Duplicate diplomas are not available)

1. Former students are required to complete and sign a Carroll County Public Schools’ Transcript Request Form or submit a letter requesting an official transcript with the following required information:
   - Current Name
   - Address
   - Phone Number
   - Date of Birth
   - Name at time of graduation/withdrawal
   - Year of graduation/withdrawal
   - School attended at time of graduation/withdrawal
   - Number of transcripts requested
   - If transcript will be picked up in person, name of person (photo ID required)
   - If transcript will be mailed, name and address for mailing
   - Signature of former student requesting transcript

   Exact cash, check, or money order - $5.00 per transcript

   A $5.00 fee per transcript must accompany all transcript requests prior to processing the request. Exact cash, check, or money orders are accepted (made payable to Carroll County Public Schools). Upon request, a receipt will be provided for all cash transitions. A fee of $30.00 will be charged for insufficient check funds. Please allow up to ten (10) business days for your request to be processed.

2. All business requests for verification of graduation via an official transcript must be obtained by submitting a written request for a transcript accompanied by a signed release by the individual whose graduation is being verified. A $5.00 fee per transcript must accompany all transcript requests prior to processing the request. Checks or money orders are accepted (made payable to Carroll County Public Schools). A fee of $30.00 will be charged for insufficient check funds. An official transcript will be returned via first-class mail. Please allow up to ten (10) business days for your request to be processed.

3. All business requests for verification of graduation that do not require an official transcript must be obtained by submitting a written request via fax or mail. A signed release is preferred, but not required. Verification of graduation will be sent via fax or email to the business. Please allow up to ten (10) business days for your request to be processed.

4. All educational institution requests for verification of graduation via an official transcript must be obtained by submitting a written request for a transcript accompanied by a signed release by the individual whose graduation is being verified. A $5.00 fee per transcript must accompany all transcript requests prior to processing the request. Checks or money orders are accepted (made payable to Carroll County Public Schools). A fee of $30.00 will be charged for insufficient check funds. An official transcript will be returned via first-class mail. Please allow up to ten (10) business days for your request to be processed.

Rev. 7/17
PLEASE ALLOW UP TO TEN (10) BUSINESS DAYS FOR YOUR REQUEST TO BE PROCESSED.

CARROLL COUNTY PUBLIC SCHOOLS
TRANSCRIPT REQUEST FORM

ALL INFORMATION MUST BE COMPLETED IN ORDER FOR THIS REQUEST TO BE PROCESSED. A $5.00 fee per transcript must accompany all requests prior to processing. We accept cash, check, or money order. Please make check or money order payable to CCPS.

Date of Request: ____________________________

Name as it was when you were last enrolled in Carroll County Public Schools:

Last / Maiden: ____________________________ First: ____________________________ Middle Name: ____________________________

Name as it is now, (if different than above):

Last / Married: ____________________________ First: ____________________________ Middle Name: ____________________________

Date of Birth: ____________________________ (Month/Day/Year)

High school from which you graduated or withdrew: ____________________________________________________________

If you attended an alternative program, please specify: __________________________________________________________

(ex: Gateway School, Flexible Student Support, External Diploma Program, etc.)

Year Graduated: ____________________________ OR Year Withdrew: ____________________________

Your Current Street Address: __________________________________________________________

Your Current City, State, Zip: __________________________________________________________

Daytime Phone Number: __________________________________________________________

Home PhoneNumber: __________________________________________________________

Number of Transcripts Requested: __________________________________________________________

If the transcript will be picked up in person, please indicate by whom (photo identification is required):

________________________________________________________________________________

If the transcript is to be mailed, please list the address below:

Organization: __________________________________________________ Attention: __________________________________________________

Street Address: __________________________________________________

City, State, Zip: __________________________________________________

I authorize the release of my records under the Family Educational Rights and Privacy Act of 1974 (FERPA).

__________________________________________________________

Signature of Student

A signed release may serve as authorization in lieu of the applicant’s signature.

Mail completed form and payment to:

Carroll County Public Schools
125 North Court Street
Westminster, MD 21157
Attn: Student Services / Transcripts

Rev. 7/17
Dear:

Carroll County Public Schools’ regulation mandates that a parent, legal guardian, and/or eligible student be notified when the local school system receives a subpoena or judicial order for student records. Carroll County Public Schools must release these records.

Please be advised that a subpoena has been issued from ___________________________.

______________________________ is requesting ____________________________

(name of attorney) (ex: school records, attendance, grading, etc.)

for ____________________________.

(name of student(s))

I have attached a copy of the subpoena. If you do not wish for us to comply with the subpoena, you must produce an order from the court no later than ____________________________

(date) instructing us not to produce the records at issue.

Any questions regarding this matter may be directed to me at ____________________________.

(phone #)

Sincerely,

Name of Principal
Name of School

c Attachment(s)
File

Rev. 11/20
SAMPLE LETTER FOR STUDENTS RETURNING FROM RESIDENTIAL TREATMENT

CONTACTPERSON
AGENCYNAME
ADDRESS

Re: Student'sName
DOB:
Home School:
Grade:

Dear: CONTACTPERSON

It has been brought to my attention that the abovementioned student from Carroll County Public Schools has entered into your treatment facility. I am hopeful the student meets with success in your program.

A student's successful return to the home school depends, in large part, upon the school staff's awareness of the student's particular needs and concerns at that time. We require that, prior to the student's release from your program, an appropriate representative contact me so that a transition conference may be scheduled at the school or alternative program. That conference might include a representative from your agency, the student, a parent, a home school administrator, a school psychologist, a school counselor, a school nurse, and a representative from a community agency.

Thank you for your assistance in providing a successful transitioning for our students when they return to Carroll County Public Schools.

Sincerely,

Pupil Personnel Worker

cc: Principal
    Counselor
    Other

Revised 2/93, 5/05
Suggested Response to Improperly Served Subpoenas
(Not Hand Delivered) for Civil Cases

Date

Dear Sir / Madam:

It has been brought to my attention that your office is attempting to send a subpoena regarding (student or person) to (name of school system employee). While Carroll County Public Schools wishes to accommodate your request, school system employees can only respond to subpoenas that are properly served, in accordance with Md. Rule 2-510(d) and Md. Rule 2-121(a), via hand delivery by a non-party over 18 years of age or by certified mail, restricted delivery. Subpoenas sent by fax or regular mail are not properly served and will not be honored. Moreover, school secretaries are not authorized to receive subpoenas on behalf of other employees.

Please note that subpoenas requiring the in-court appearance of school employees during the school day cause a tremendous disruption to the educational process and adversely affect the learning of many children. Accordingly, we urge you to make arrangements to minimize this disruption by (a) accepting documents and affidavits in lieu of live witness testimony, (b) agreeing to take the deposition of school system employees at a mutually agreeable time and location in lieu of live witness testimony, (c) seeking court permission to allow school system employees to testify by speaker phone from their assigned schools, and (d) avoid issuing subpoenas that require testimony at times of previously scheduled school events such as testing, field trips, etc.

We would also ask that you note the provisions of Md. Rule 2-510(d) generally requiring the service of subpoenas “at least five days before the trial or hearing” and that you make every effort to give us as much advance notice as possible.

Thank you for your understanding in this matter. Should you have any questions, please direct them to our legal counsel, Edmund J. O’Meally or Rochelle S. Eisenberg, at 410-938-8800.

Sincerely,

(Name)
(Title)

c: Director of Student Services Rev. 2/10
MAINTAINED AT THE SCHOOL LEVEL
REMOVAL OF TEST RESULTS - REQUEST FORM
(For Records Maintained at the School Level)

Name of Student:

DOB:

School:

Grade:

I am requesting that the following individual test results/report be removed from the school files and placed in the appropriate confidential file in either the Special Education or Student Services office:

___________ Psychological Report

___________ Educational Assessment

___________ Other (specify) ____________________________________________

Signed (Parent or Guardian) ___________________________ Date

☐ Agree ☐ Disagree

Signed (Director of Student Services or Director of Special Education) ___________________________ Date

NOTE: A copy of this permission form is to be filed in:

• The IEP folder, or, in the case of a regular education student, the school confidential file, and in

• The Central Office Special Education Department or Psychological Services confidential files.

Revised 8/98, 8/99
CONFIDENTIAL

Disclosure of Student Information
Due to a Threat of Health or Safety Emergency

Date: ____________________ School: ____________________

Name of Student: __________________________________________

Description of Threat of Health or Safety Incident:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Name of person to whom disclosure was made:

____________________________________________________________________________________
____________________________________________________________________________________

Administrator who made Disclosure ____________________ Date of Disclosure ____________________

__________________________________________
Department /School

c: Principal
    Director of Student Services
VII. STUDENT SERVICES
STUDENT SERVICES

School-based Student Services Teams

Each school has staff members who are members of the Student Services Team. The team functions to provide needed support for students in ways as described below.

Student Services Staff

School Counselors
School counselors are available to students in all elementary, middle, and high schools. The role of the counselor is to guide, advise, consult and assist with the variety of concerns that students, parents, staff and the community might have. The counseling program focuses on three major goals: personal and academic growth, educational and career decision making, and developing interpersonal skills. Delivery of services may occur through several strategies including individual counseling, small group counseling, classroom lessons, and full school programs.

Pupil Personnel Workers
Pupil Personnel Workers (PPW) serve the needs of students attending Carroll County Public Schools (CCPS) by acting as consultants to the schools becoming involved with students and families when a situation cannot be resolved at the school level. Pupil Personnel Workers act as facilitators, problem solvers, and trouble shooters. PPWs advocate for students and families by networking with appropriate school personnel and community agencies to initiate change and help students meet with success.

Pupil Personnel Workers monitor student attendance, initiate interventions to help improve attendance and will take necessary legal action when no improvement is made. PPWs also investigate cases involving out-of-district requests, residency, and custody issues.

Pupil Personnel Workers serve as collegial partners with school-based administrators and other school staff regarding implementation of Carroll County Public Schools rules and regulations.

Pupil Personnel Workers are knowledgeable of the services and resources provided by the local school system and community agencies. By attending school-based student services team meetings and accepting referrals, PPWs consult with school-based personnel and initiate referrals, when needed, to appropriate community agencies. PPWs also act as liaisons with these agencies and help to coordinate the exchange of needed information.

As consultants, PPWs are called upon to interpret CCPS rules and regulations and to help facilitate appropriate implementation of these rules and regulations in reference to disciplinary and other procedures.

Pupil Personnel Workers facilitate student placement in alternative educational programs. When students are released from therapeutic or Juvenile Services placements, the PPW helps to ensure a smooth transition back into an appropriate educational program.

Pupil Personnel Workers assist homeless families with enrollment and school placement.

You may contact a Pupil Personnel Worker by calling the Student Services Department 410-751-3120.
Health Services
School health rooms have full-time coverage in each school. These individuals can act as a liaison for contacts in the community health services. The health room person has direct contact with the Carroll County Health Department through the Public Health Nurse assigned to each school. The Health Department offers many services including:

1. Short-term care management for children with chronic health conditions
2. Communicable disease consultation
3. Nutritional Referral (a nutritionist is on staff)
4. Hearing and Vision Services / scoliosis screenings
5. Health Fair Information (can be for one grade level or an entire school)
6. A dental clinic
7. Tobacco cessation classes.

School Psychologists
School psychologists are specialists trained in psychology and educational research. They use their skills to help address many of the educational problems experienced by students. School psychologists tailor their services to the needs of each student and each situation. They use many different approaches to support instruction, including consultation, prevention, assessment, direct intervention, counseling, education, and promotion of mental health.

Procedures for Requests for School Psychological Services
School Psychological Services will be provided by a CCPS School Psychologist. In order to request psychological services and/or assessments, please adhere to the following procedures:

General Education Referrals
Referrals for general education students are generated from numerous sources that may include the school’s Student Services Team, the Instructional Consultation Team, other problem-solving teams, the School Counselor, or the Principal. See Parent Permission Form, regular education. For counseling-related services, please consult with your school psychologist.

Special Education Assessments
As part of an initial comprehensive assessment or re-evaluation, please complete and submit the following:

1. Request for Non-School Based Evaluations form
2. Referral Review identifying the need for assessment in the area(s) of:
   intellectual / cognitive functioning and/or emotional / social behavior development.
3. Signed Notice and Consent for Assessment**

All completed forms should be sent to the Office of Special Education. Please forward all paperwork immediately in order to allow assessment within the mandated 60 day time limit.

** Although the IEP team may request the specific areas to be assessed, e.g., learning, adaptive behavior, emotional, social, behavioral, etc., it is the professional authorization of the school psychologist to determine the specific test instruments to be used. The school psychologist should always have input when the IEP team is discussing what types of assessments are needed. It is neither required nor necessary to name specific test instruments. However, if specific tests are listed, please include the following statement: “and/or other Carroll County approved assessments deemed appropriate by the examiner.”
Release of Information
At times it may be beneficial for the school psychologist to speak with physicians or therapists who are involved in the treatment/medical care of a student. The information shared by the treating practitioners is often helpful in the preparation of an appropriate and comprehensive educational plan for the student. The Release of Information Form is one such form that may be used to allow the school psychologist to share information with treating mental and/or physical healthcare providers. See Parent Permission, Release of Information.

Emergency Petitions
In a rare, limited, and specific situation, a Carroll County Public School Counselor, School Social Worker, or School Psychologist, who by virtue of licensing credentials per Maryland law is qualified to initiate such petitions, may recommend an emergency petition for hospitalization for a student. This recommendation shall have the prior approval of the employee’s immediate supervisor.
Dear,

As we work together to provide the best educational program for your child, we think it would be helpful to consult the school psychologist who is assigned to our school. While we have concerns we want to address, the school staff does not, at this time, suspect a special education disability. However, in order to meet your child’s specific needs in general education, we would like our school psychologist to be involved in the following ways:

- Classroom Observation
- Counseling for: ______________________
- Evaluation of: ________________________
- Behavior Assessment and Planning
- Other ____________________________ (Specify)

If you have any questions about our concerns, or the participation of the school psychologist in helping to address our concerns, please contact ___________________________ at ___________________________.

Two copies of this letter are provided. Please keep a copy for yourself and return the other copy to the school. Check the appropriate blank below and return the signed copy to the school. Thanks you!

Sincerely,

Principal

[Parent/Guardian] [Date]

I give my permission for the school psychologist to be involved in the above checked ways.

[ ] I do not give my permission for the school psychologist’s involvement.
To Whom It May Concern:

I give ___________________________ School Psychologist, permission to speak with ___________________________ regarding the treatment and educational planning for my child, ___________________________.

Student Name

___________________________
Parent/Legal Guardian Signature

Please make (4) copies of this letter as follows:

Copy to School Psychologist
Copy to physician/therapist
Copy to school
Copy to parent

File: Parent Permission, Release of Information
Following a mandate from the Maryland State Department of Education and the Department of Juvenile Services, Carroll County Public Schools and the Carroll County Department of Juvenile Services have worked together to develop an Interagency Transition Team.

The purpose of this team is to review and help provide appropriate educational placement and support services for those students transitioning back to the school system from placement in a juvenile justice facility for 30 days or more.

As students are ready to be released from facilities, the Juvenile Services Caseworker will request a Transition Meeting. These meetings are held as needed. Appropriate school and community agencies are invited to these meetings based upon the anticipated needs of the student.

The main purpose of the Carroll County Interagency Transition Team is to review the progress the student has made while in placement and to recommend an appropriate educational placement for the student as well as any needed support services. The secondary purpose of this team is to bring together all of the agencies working with the student in order to enhance communication between agencies and maximize resources.

PROCESS:

1. The Juvenile Services Caseworker completes the Invitation Checklist as a student in a facility becomes ready to be released.

2. The Invitation Checklist is sent to the Student Services Department of the Carroll County Board of Education. Those invited become the “Transition Team.”

3. An invitation letter is sent to participants to be invited.

4. The meetings are held as needed at the Department of Juvenile Services.

5. Student progress and needs are reviewed and recommendations for educational placement and additional support services are made by the Transition Team.

6. If the parent disagrees on placement, the Supervisor of Student Services—Pupil Services will make the placement decision after reviewing the parent’s input and the team’s recommendation.

7. The parent may appeal the school placement in writing to the Superintendent within 10 days of the placement decision.

Revised 7/19
Carroll Hospital Center (Behavioral Health Unit) Transition Guidelines

Notifications
The Transition Coordinator will notify by email the School Counselor when a student enters the Carroll Hospital Behavioral Health (identified) program. Transition Coordinator will email a copy of parent/guardian signed release to school counselor.

The School Counselor will immediately inform the appropriate staff about the hospitalization including the administrator, nurse, pupil personnel worker, school psychologist, etc. and add to the following SST meeting agenda.

Attendance
The School Counselor will notify the attendance clerk to mark the student’s attendance “HTA” for the time the student is at the hospital.
- In-patient mark “HTA” allday
- PHP mark “HTA” allday
- IOP record attendance in AM, mark “HTA” in afternoon

Student Assignments
The School Counselor will request the student’s schoolwork from the teachers for parent pickup. The HHT will grade the work and provide a grade report to the school for distribution to the teachers.

When possible, work should be sent electronically to transition coordinator and or HHT.

Transition Meeting
The Transition Coordinator will contact the School Counselor and parent to schedule a Transition Meeting. The School Counselor will invite the appropriate staff to the meeting (nurse, administrator, school psychologist, pupil personnel worker, etc., as needed).

1. The School Counselor along with the Transition Coordinator will lead and state the objectives for the meeting, i.e., to transition student back to school, to discuss what school-based supports the student may need to successfully transition.

Some guiding questions for the team meeting:
For the student:
“Do you have any concerns, worries, about coming back to school now?” “What are your concerns?” “What might be helpful to know as you return to school?”

For the team:
As a team, what needs can we identify? What resources can we offer? Do we need to adjust the student’s schedule at this time?
**After Care Plan**

The Transition Coordinator will email the After Care Plan to the School Counselor. The plan shall be printed, reviewed, and given to the School Nurse for filing in the Student Health Record.

- The plan will be maintained in the Health Record for three (3) years, and then shredded.
- The plan shall not be copied and maintained by any staff.
- Staff shall not request a discharge summary from the hospital.

**Notes**

1. The Transition Coordinator will collaborate with the School Counselor regarding students placed in other hospital facilities.

July 2018
COMMUNITY AGENCIES

I. Referralsto Community Agencies

Introduction: If members of the school-based staff feel that a student and/or family may benefit from referral to a community agency, the Pupil Personnel Worker or a member of the Student Services Team may assist in this process.

II. Implementation

A. Since the school is an integral part of the community, not separated from it, the school should utilize community resources, make referrals to them, and use such resources to augment the educational program.

B. To be effective in making referrals, school personnel need accurately recorded information and adequate knowledge about referral sources within the community. Attention should be given to the proper timing of a referral, considering the degree of readiness of an individual. Equally important, help should be given to the student and the parent(s)/legal guardian(s) to recognize the need for the referral and what benefits may be derived from the referral.

C. Provision should be made for a planned program of regular contacts with referral agencies so as to insure the exchange of ideas, feelings, and attitudes. Pertinent, also, is the need for a follow-up of the referral so as to record additional information, to update information on referral sources, and to evaluate the effectiveness of the referral procedures.

D. In certain instances, it is necessary for the agency representative to meet with a student during the school day. Prior arrangements should be made for this by the agency personnel with the appropriate school official.

E. These referrals may be directed to:

1. Department of Juvenile Services, 55 N. Court Street, Westminster, Maryland 21157
   410-386-2739

2. Youth Service Bureau, 59 Kate Wagner Road, Westminster, Maryland 21157
   410-848-2500 or 410-876-2500

3. Department of Social Services, 1232 Tech Court, Westminster, Maryland 21157
   410-386-3300

4. MSDE Division of Rehabilitation Services, 1004 Littlestown Pike, Westminster, 410-848-4456

5. Family & Children's Services of Central MD, 22 N. Court Street, Westminster, 410-876-1233

6. Carroll County Youth Services Bureau Substance Abuse Services, 59 Kate Wagner Road, Westminster, 21157
   410-848-6100

7. Carroll Adult Education Programs – Carroll Community College, 602 Washington Road, Westminster, 21157
   410-386-2550

8. Carroll County Public Health Department, 290 South Center Street, Westminster, Maryland 21157
   410-857-5000, 410-876-2152 or 410-875-3390

9. Private physicians and psychologists
10. Private nonpublic schools

11. Carroll County Advocacy and Investigation Center, 1232 Tech Court, Westminster, 21157
   410-386-3640.

12. Get Connected Family and Resource Center, 255 Clifton Boulevard, Suite 204, Westminster, 21157
   410-871-0008

13. Other agencies as listed in the Directory of Community Services, a publication of the Carroll County Library (available online: http://community.carr.org/).

F. Multidisciplinary Team (Multi-D)

Carroll County Public Schools partners with a variety of community agencies to consult/share information about difficult student/family situations that have been referred to the Department of Social Services for alleged child mistreatment. This team of agency representatives reviews child concerns and develops service delivery plans as appropriate, and as needed.

Agency partners include the Department of Social Services, the Department of Juvenile Services, the Youth Service Bureau, Carroll Hospital Center, The Core Service Agency, the Local Management Board, the Disability Association, etc. Multi-D referrals are made by the School Counselor via a “Multi-D Referral” form, which is submitted to the Supervisor of School Counseling for review. If appropriate, the referral is forwarded to the Department of Social Services to schedule a Multi-D team review of the case. Referring staff should be prepared to present a 5 to 10 minute case summary to the Multi-D Committee.

G. Local Care Team

The Local Care Team uses a multi-agency approach to connect families to appropriate community based resources and services. The team is composed of representatives of child serving agencies, parent advocates, and representatives of community organizations. The team convenes the 1st and 3rd Tuesday of each month. A family may self-refer or be referred through a partner agency. To be eligible for assistance through the Local Care Team the family must live in Carroll County, be struggling with multiple areas of need, and be willing to participate in the process and follow through with recommendations and support from the referring agency and/or family navigator staff. Families will leave the case review meeting with an intervention plan for services/resources.

A referral form may be submitted by a family or a partner agency. CCPS referrals to the Local Care Team are made by the Pupil Personnel Worker via the Local Care Team Referral Packet, which is submitted to the Supervisor of Special Education-Student Support Services for review. If appropriate, the referral is forwarded to the Local Care Team to schedule a review of the case. Referring staff should be prepared to present a brief 5 to 10 minute case summary to the Local Care Team, as well as, prep the family to be prepared to give a brief overview of their needs.

7/01, 5/05, 7/10, 8/11, 9/14
## COMMUNITY AGENCY NUMBERS

The following services and agencies are provided for your easy reference in an emergency. Additional referral sources are identified in the front pages of your area telephone directory under "Community Service Numbers." For more specific county agencies, please refer to The Directory of Community Services, which is available in the school counseling office. Additional copies of this resource may be purchased through the Carroll County Public Library.

(www.healthycarroll.org/resources/dircommservices.htm)

### ADOPTION/FOSTER CARE
Carroll County Dept of Social Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td></td>
<td>410-386-3300</td>
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### Counseling

**Alcohol Abuse**

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<tbody>
<tr>
<td>AI-Anon</td>
<td>410-857-7000</td>
</tr>
<tr>
<td>Mountain Manor Treatment Ctr</td>
<td>410-876-2425</td>
</tr>
<tr>
<td>Shoemaker House</td>
<td>410-876-1990</td>
</tr>
<tr>
<td>Westminster Rescue Mission</td>
<td>410-848-2222</td>
</tr>
<tr>
<td>Mothers Against Drunk Driving (MADD)</td>
<td>410-964-5757</td>
</tr>
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</table>

CC Youth Service Bureau Substance Abuse Services 410-848-6100

Re-Entry Mental Health 410 848-9244 or 410-876-6149

### Battered Spouses

<table>
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<tr>
<th>Service</th>
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<tbody>
<tr>
<td>Safe Haven</td>
<td>410-857-2999</td>
</tr>
<tr>
<td>Domestic Violence Program</td>
<td>410-876-1233</td>
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### Child Abuse Reporting

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<th>Service</th>
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<tr>
<td>Maryland State Police</td>
<td>410-386-3000</td>
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<tr>
<td>Department of Social Services</td>
<td>410-386-3434</td>
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### Child Abuse Counseling

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<th>Service</th>
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<tbody>
<tr>
<td>Sexual Abusetreatment Center</td>
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</table>

### Drug Abuse

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<th>Service</th>
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</thead>
<tbody>
<tr>
<td>CC Youth Service Bureau Substance Abuse Services</td>
<td>410-848-6100</td>
</tr>
<tr>
<td>Narcotics Anonymous</td>
<td>800-317-3222</td>
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<tr>
<td>New Path Counseling Center</td>
<td>410-615-3469</td>
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<tr>
<td>CCHD Outpatient Services</td>
<td>410-876-4800</td>
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<tr>
<td>Re-Entry – Mental Health</td>
<td>410 848-9244 or 410-876-6149</td>
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### Family & Marital

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<tbody>
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<td>Family &amp; Children’s Service</td>
<td>410-876-1233</td>
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<tr>
<td>Re-Entry-Mental Health</td>
<td>410 848-9244 or 410-876-6149</td>
</tr>
<tr>
<td>Youth Service Bureau</td>
<td>410-848-2500</td>
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### Rape or Any Form of Sexual Assault Reporting

<table>
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<tr>
<th>Service</th>
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<tbody>
<tr>
<td>Maryland State Police</td>
<td>410-386-3000</td>
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<tr>
<td>Hampstead Police</td>
<td>410-239-8954</td>
</tr>
<tr>
<td>Sykesville Police</td>
<td>410-795-0757</td>
</tr>
<tr>
<td>Taneytown Police</td>
<td>410-751-1150</td>
</tr>
<tr>
<td>Westminster Police</td>
<td>410-848-4646</td>
</tr>
<tr>
<td>Emergency</td>
<td>911</td>
</tr>
</tbody>
</table>
Rape or Any Form of Sexual Assault Counseling
Carroll County General Hospital ................................................................. 410-848-3000
Rape Crisis Intervention Services ............................................................. 410-857-7322
Family & Children’s Service ................................................................. 410-876-1233

Suicide Hotline
Youth Services Bureau ........................................................................ 410-848-2500
Youth Crisis Hotline 24 hr ........................................................................ 877-968-8491
National Suicide Hotline ................................................................. 800-273-8255

Youth & Teenagers
Re-Entry - Mental Health ................................................................ 410-848-9244 or 410-876-6149
Youth Service Bureau ........................................................................ 410-848-2500
Family & Children’s Service ................................................................. 410-876-1233
Youth Crisis Hotline ........................................................................ 877-968-8491

Daycare
Carroll Child Care Centers ................................................................ 410-848-0644
Human Services Program - Family Day Care ..................................... 410-857-2999
Child Care Choice ................................................................................. 410-751-2917

Disabled
ARC/Carroll County ........................................................................ 410-848-4124
Carroll County Health Dept ................................................................. 410-876-4449
Vocational Rehabilitation ................................................................ 410-242-4456
Target Community & Education Services .................................. 410-848-9090
Change, Inc ......................................................................................... 410-876-2179

Disaster Services
American Red Cross ........................................................................ 410-848-4334
American Red Cross Emergency Services ...................................... 800 787-0091 ext 2040
Carroll County Emergency Training Services ................................ 410-848-1488

Employment/Unemployment
Business & Employment Resource Center (BERC) ..................... 410-386-2820

Family Planning/Pregnancy Options
Alpha Pregnancy Center ................................................................... 410-833-7793
Carroll County Dept of Social Services .............................................. 410-386-3434
Carroll County Health Department .................................................. 410-876-4900
Planned Parenthood of Maryland .................................................... 410-576-1400

Financial Assistance
Carroll Co Dept of Social Services ..................................................... 410-386-3434
Social Security .................................................................................. 800-772-1213

Food/Nutrition
Carroll County Food Sunday ............................................................. 410-857-7926
CCHD/WIC ......................................................................................... 410-876-4898
Emergency Services/Food Stamps .................................................... 410-386-3300
Meals on Wheels .............................................................................. 410-857-4447

Food/Nutrition (continued)
Westminster Rescue Mission ...................................................... 410-848-2222
**General**
Access Carroll ................................................................. 410-871-1478
Carroll Hospital PHP Intake ........................................... 410-871-7110
Get Connected Family Resource Center .................... 410-871-0008
Human Services Program ............................................... 410-857-2999

**Home Care/Homemaker**
Carroll County Bureau of Aging .................................... 410-848-4049
Carroll County Dept of Social Services ....................... 410-386-3300

**Housing**
Housing & Community Dev (Westminster) .................... 410-848-2261
Carroll Co Bureau of Housing & Community Development 410-386-3600

**Legal Aide**
Family Law Hotline ......................................................... 800-845-8550
Legal Aide Bureau ............................................................ 800-679-8813
Legal Advise Line, Inc ..................................................... 888-367-5252
Maryland Volunteer Lawyers & Judicare ...................... 800-510-0050

**Legal Assistance**
American Civil Liberties Union .................................... 410-889-8555
Carroll Co Dep of Social Services ................................. 410-386-3300

**Self-Help Groups**
Carroll Hospice ............................................................. 410-871-8000
Carroll County Youth Service Bureau ......................... 410-848-2500
Hopewill Cancer Support .............................................. 410-832-2719
Narcotics Anonymous .................................................... 800-317-3222
National Family Caregivers Support Program ............... 410-767-1100

**Suicide**
Youth Services Bureau ................................................. 410-848-2500
Night: State Police ......................................................... 410-848-3111
Carroll Hospital Center ............................................... 410-848-3000

**Venereal Disease**
Carroll County Health Department ............................... 410-876-4770

**Other**
TDD .................................................................................. 410-848-4343
Carroll County Emergency Training Services ............... 410-876-3015
Maryland State Police/Westminster ............................... 410-848-3111

Revised 8/17
VIII. SPECIAL PROGRAMS FOR STUDENTS
ALTERNATIVE PROGRAMS

Carroll County Public Schools is proud to offer a variety of programs that are designed to assist students who have not been successful in the traditional school setting and for earning credit toward high school graduation or completing high school credits. These programs are:

**Flexible Student Support Programs** are designed to serve both in-school youth who have not been successful in the regular high school program and out-of-school youth who desire to return to CCPS and complete the requirements for their high school diploma. Students and parents/legal guardians are required to sign a contract which outlines attendance, academic and behavior expectations for the program.

The program targets primarily the following populations:

- Students at risk of dropping out of school
- Students placed on extended suspension or removed from a comprehensive school due to reportable offense changes.
- Students who have fallen behind in credits and are in danger of not graduating.
- Students with medical or emotional issues that prevent consistent attendance at a comprehensive high school.
- Students who desire to return to CCPS to complete the requirements for their high school diploma and need to meet the probationary requirement prior to re-admittance to a comprehensive high school.

**Flexible Student Support** is comprised of three major components: the Student Support Center (SSC), the Distance Learning Lab (DLL), and Career Research & Development.

**The Student Support Center** serves students who need a small structured setting with direct instruction in order to complete their coursework. Classes run on the traditional semesters schedule.

**Distance Learning Lab** serves students who can work independently through an online educational program. Students may be admitted, as space is available, throughout the year and progress at their own pace. Students must complete the entire course. No transfer grade is accepted for partial credit.

**Career Research and Development** serves students who need to meet the program “completer” graduation requirement. This program allows students to earn 2.0 credits for classroom instruction and 2.0 credits for supervised work experience. Work/internship hours are accrued for each student as their employer schedules them and as approved by Carroll County Public School staff.

Students interested in applying to one of the programs should contact the Pupil Personnel Worker for the school to which the student is assigned.

**Crossroads Middle**

Crossroads Middle is an alternative educational setting designed to assist middle school students to have successful school experiences. Students receive academic instruction and counseling services to improve school achievement. Classrooms are staffed by certified teachers and instructional assistants, who deliver CCPS curriculum and provide academic assistance to the students. School counselors, a school psychologist, a school social worker, and other support staff are available and may be assigned to assist students on specific lessons or to help manage and improve behavior. A daily behavior management system is required and counseling services are offered. While many subjects available at the home middle school are taught at Crossroads Middle, some courses may not be offered due to the limited facilities or specialization of the course. Crossroads students follow the regular school calendar.
During a required orientation/registration meeting, Crossroads students and their parents/legal guardians will be expected to sign a contract ensuring their understanding and agreement of the behavioral management system and other rules and regulations. Such expectations will provide the base for a structured program and a wholesome learning environment.

When transition back to the homeschool is deemed appropriate, the staff will contact the parent/legal guardian and home school to develop a transition plan for the student. The Transition Coordinator will help facilitate the process.

Some students will enter Crossroad Middle via the collaborative IEP process. In such cases the following procedures will be followed:

A collaborative IEP meeting is required for a student to be considered for Crossroads Middle School. The Crossroads Middle Principal or Designee will attend all collaborative/IEP meetings where Crossroads is a consideration. Students transitioning out of Crossroads prior to entering the ninth grade are required to have a transition meeting. The purpose of the meeting will be to determine IEP services/accommodations and identify the student’s LRE (i.e. school placement) for the ninth grade. Representatives from Crossroads Middle, the students’ home high school and the Gateway School shall be included in the IEP meeting.

**The Gateway School**

The Gateway School is an alternative educational setting designed to assist high school students to have successful school experiences. Students who are enrolled at the Gateway School are eligible to earn credits that apply toward promotion and graduation. Classrooms are staffed by certified teachers who develop specific assignments, assistance, and requirements for the students. Instructional assistants and other support staff are also on duty and may be assigned to assist students on specific lessons or to help manage and improve behavior. While many subjects available at the home high schools are taught at the Gateway School, some courses may not be offered due to the limited facilities or specialization of the course. Gateway students follow the regular school calendar.

During a required orientation/registration meeting, Gateway School students and their parents/legal guardians will be expected to sign a contract ensuring their understanding and agreement of the behavioral management system and other rules and regulations. Such expectations will provide the base for a structured program and a wholesome learning environment.

Students may be admitted to the Gateway School/Crossroads Middle in many ways. They are as follows:

1. **Extended Suspension**

When students exhibit continued disciplinary issues and are placed on Extended Suspension from their home school, Gateway/Crossroads Middle may be offered as an educational option. The student and family choosing this option would contact the School after the Extended Suspension conference to set up an orientation/registration meeting.
2. **Voluntary Placements**

Students failing to succeed in their regular school setting for a variety of reasons may be considered for voluntary admission into the Gateway/Crossroads Middle Schools. Voluntary placements are requested by the student, and the student’s parent(s)/legal guardian(s), after school-based interventions have not been successful. When the request is appropriate, the Pupil Personnel Worker will facilitate this placement by talking with the student and parents/legal guardians, collecting information, and make an application to the alternative school. The alternative school will accept/deny student requests based on a variety of factors. If a student who receives special education services is provisionally accepted into a CCPS alternative program, the student’s home school will hold an IEP meeting to include the parents, the student (if appropriate), and representation from the proposed alternative program, to determine if the student's current IEP can be implemented at the proposed alternative program or if the current IEP needs to be revised. **This IEP meeting will be held Prior to the student's enrollment into the proposed alternative program.** The student’s voluntary placement will not be considered a placement decision of the IEP team. If the IEP team determines that the IEP cannot be implemented at the proposed alternative program, the voluntary placement will not be approved. The IEP team should consider if the student requires additional services and/or supports at the student’s home school.

3. **Administrative Placements**

Students returning to CCPS from specialized educational settings, hospitalizations, institutional placements, or incarceration may be placed at the Gateway/Crossroads Middle Schools if there is a documented need for a small, structured environment and these needs cannot be met at the student’s home school. Administrative Placements are facilitated through either the Director of Student Services or the appropriate school Director. The appropriateness of the placement is discussed with the Alternative School Principal, the home school Pupil Personnel Worker, and the Director of Student Services.

4. **The Collaborative IEP Process**

Students needing special education services beyond those available in their home school may be placed at the Gateway/Crossroads Middle School. This is always the determination of the Collaborative IEP team, which includes a representative of the alternative school. This placement attempts to provide suitable services in the least restrictive environment consistent with special education practices, policies, and laws.

5. **Students returning from withdrawn status**

A student who wishes to return to CCPS after having withdrawn from school shall be referred to the Pupil Personnel Worker. Generally, students returning to CCPS enter one of the Flexible Student Support programs for a probationary period. If these programs are deemed inappropriate, a student may re-enter and conduct their probationary period at the Gateway School. This process is facilitated by the student’s home school Pupil Personnel Worker.

6. **Transfer**

Students enrolled and attending alternative programs out of the county and moving into Carroll County may transfer into the Gateway School/Crossroads Middle School. As students attempt to enroll at their home school, they will be directed to contact their Pupil Personnel Worker.

The “Alternative Program Referral” form and supporting documentation will be used for students to be referred for Voluntary Placements, Extended Suspension Placements, and Administrative Placements.

**INDIVIDUALIZED INSTRUCTION PROGRAM** – In certain, limited situations, a student may need an individualized instruction program at home or in the community. In such cases the following guidelines will be followed:

- the student must have an opportunity to participate in the general curriculum.
- the program shall be short term.
- if anything longer than a short term program is needed, an alternative educational placement will be considered.
- the parent/legal guardian must consent to the program.
• if the parent/legal guardian does not consent to the program and the student poses a threat to himself or others, a change in educational placement shall be considered. In some cases the school system may request a due process hearing or injunctive relief.
• if the student received special education/504 services the student will receive those services and modifications as described in the IEP/504 plan. An IEP team meeting must be held prior to implementing the program as well as upon the student’s return to school.
PRIDE (Positive Response to Issues of Discipline with Elementary Students)

PRIDE is an alternative program for elementary students who are referred by the Student Services Team due to:

1. An extended suspension request
2. Administrative Placement
3. A psychiatric hospitalization recommendation
4. Severe behavior problems that are resistant to Student Services Team and Behavior Support Specialist interventions

The PRIDE program is located at Friendship Valley Elementary School and serves up to 21 students at a time. PRIDE referrals are made by either the schools assigned Pupil Personnel Worker or Behavior Support Specialist. The PRIDE program specialist, in conjunction with the PRIDE student services team, reviews the PRIDE application and determines if the placement is appropriate and if space is available in the program. Parents/Legal guardians must attend an intake meeting with PRIDE staff and agree to voluntary placement in the program according to the terms of the PRIDE Student/Family Contract that stipulate educational, behavioral, and counseling requirements. The Supervisor of Student Services and Special Programs has the final authority for student placements in the PRIDE program.

The PRIDE program currently has three classrooms for students in Kindergarten through fifth grade.

Class groups are based on student enrollment. Students receive instruction in CCPS math, reading and language arts curriculum, and specials at their individual instructional level. Students receive additional instruction in behavior management via behavior support and social skills development.

Individual, group and crisis counseling is provided to students. Participation in family counseling is mandatory. Progress is assessed on behavior charts which are sent home daily. Transportation to and from the PRIDE program is provided by Carroll County Public Schools. There are no out-of-pocket costs to parents/legal guardians for the PRIDE program.

Students typically remain in PRIDE until success is consistently demonstrated, after which they return to their home schools. In some cases where significant progress does not occur, students may be referred for an IEP screening meeting. Since PRIDE has no special educators on staff, responsibilities for IEP screenings, assessment and casemanagement remain with the referred student’s homeschool even while enrolled in PRIDE.

8/03, 5/05, 6/09, 7/10, 8/2011, 1/12, 2/12
HOME and HOSPITALTEACHING PROGRAM
C.O.M.A.R.13A.03-05

The Carroll County Public School System (CCPS) shall make instructional services available to students who, after all school resources have been exhausted, are unable to participate in their school of enrollment for those reasons set forth below.

In making tutoring services available, the Carroll County Public School System shall consult with the parent, legal guardian, student, psychiatrist, psychologist, physician, and/or certified nurse practitioner as appropriate. These CCPS guidelines are based on requirements to provide educational services per C.O.M.A.R. 13A.03-05.

I. Implementation:

Instructional services, as outlined below, shall be available to all students during convalescence or treatment time in a medical institution, or therapeutic treatment center,* and at the student’s place of residence, or all of these. When a student may be in need of home/hospital teaching, the school shall contact the Pupil Personnel Worker of Home & Hospital Teaching who will determine the manner in which instructional services shall be delivered.

If a hometeachingrequestisapproved, CCPS may:

- provide direct instructional services to a student, through the use of a home/hospital tutor or via internet instruction;
- contract with private providers to deliver instructional services;
- contract with other local school systems to provide instructional services; or
- combine any of the above options.

* Therapeutic treatment center means any day or residential facility, licensed by a unit of the State, providing treatment for medical, physical, or emotional conditions including drug or alcohol dependency, or both.

II. Length of Services

Students who are anticipated to be absent fifteen (15) consecutive school days or longer may be eligible for home teaching services. The Pupil Personnel Worker of Home & Hospital Teaching in consultation with school-based staff will review the Medical Professional’s Recommendation for Home and Hospital Teaching. If the case is approved, arrangements will be made for instructional services. Instruction will begin as soon as possible, but assigned not later than 10 school days following the notification to the local school system of the inability of the student to attend school and receipt of the written verification of the need for services. The length of tutoring of students in a full day high school program will be a maximum of 8 hours per week. The length of tutoring of students in a full day elementary/middle school program will be a maximum of 6 hours per week. Students enrolled in a half-day program will receive a maximum of 4 hours per week of tutoring. Students are responsible for obtaining and completing make-up work while awaiting approval for hometeaching.

III. Initial Service Need is Determined by:

A. Verification of a physical condition, including drug and alcohol dependency, by a licensed physician, and/or certified nurse practitioner; verification of an emotional condition by a certified school or licensed psychologist or licensed psychiatrist; COMAR permits only these listed practitioners to recommend Home & Hospital Teaching Services.

B. A release form entitled Medical Professional’s Recommendation for Home & Hospital Teaching, completed by the parent/legal guardian and medical professional.

C. A statement by the physician, certified nurse practitioner, psychiatrist, or psychologist verifying that the current physical or emotional condition prevents the student from participating in the student’s school of enrollment.
Additionally,

- The Pupil Personnel Worker of Home & Hospital Teaching shall approve or deny requests regarding home teaching for physical/medical conditions.

- The Pupil Personnel Worker of Home & Hospital Teaching and a Carroll County Public School Psychologist shall approve or deny requests for emotional conditions.

- The Pupil Personnel Worker of Home & Hospital Teaching will serve as the case manager for all home teaching cases.

- A written release from the recommending medical professional shall be provided to Carroll County Public Schools prior to a student returning to school from Home Teaching.

IV. **Reverification of Services:**

A. Service need is subject to review 60 calendar days after the initial determination of eligibility, and every 60 days thereafter; or sooner at the request of either the parent, legal guardian, or local school system.

B. Continuation of full or part-time services beyond 60 calendar days requires re-verification of service need, in accordance with section III above.

C. Students with Chronic Health Impairments (for example, but not limited to, cancer, asthma, cystic fibrosis, sickle cell anemia), whose condition requires them to be absent on an intermittent basis, maybe eligible for Concurrent home teaching services.

D. Service need shall be verified annually for students who receive Concurrent delivery of instructional services.

V. **Instruction:**

A. Home & Hospital Teaching is a support service for students; it does not replace nor replicate classroom instruction.

B. The classroom teacher shall identify the critical skills the student needs to learn, providing at minimum an outline of curriculum skills and content to be covered, and key activities.

C. Textbooks, tests, and answer keys shall be provided to the Home Teacher upon request.

VI. **Grading:**

A. Home Teachers will grade students who are on full or part-time home teaching. Concurrent home teaching students will remain the grading responsibility of the classroom teacher.

B. The classroom teacher shall provide the grade-to-date for the current marking period as of a student’s first day of absence.

C. If a student finishes the marking period on home teaching, the Home Teacher will issue the marking period grade; the grade will be based on a weighted calculation of the classroom grade and the home teaching grade.

D. If a student finishes home teaching prior to the end of the marking period, the Home Teacher will provide the grade-to-date to the classroom teacher when the student returns to school; the classroom teacher will calculate the marking period grade based on a weighted calculation of the home teaching grade and classroom grade.
E. If a student is on home teaching when grades are due, the school shall use the grades provided by the Home Teacher to enter override grades into the electronic gradebooks/reportcards.

VII. **State Assessments:**

A. Students who are well enough to test in the school building maybe invited by the School Test Coordinatorto participate in state assessments.

B. Other testing locations (i.e. Board of Education, Carroll County Detention Center), shall be determined by the Pupil Personnel Worker of Home & Hospital Teaching.

C. Non-testers will be noted as having been on Home & Hospital Teaching by the Department of Assessment & Accountability.

VIII. **Other Factors in Home & Hospital Teaching:**

A. In implementing these regulations, CCPS shall comply with the Individuals with Disabilities Education Act, Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973, as appropriate.

B. The presumption of the Home and Hospital Teaching Program is that students in such a status are truly homebound or hospital-bound. Therefore, the expectation is always that students are not to be involved in such activities as employment, extended travel/vacations, and/or involvement with school social and extracurricular activities. If such issues emerge in the course of a home teaching case, the Pupil Personnel Worker of Home & Hospital Teaching should be informed so that communication with the medical provider can occur to determine if an immediate change in status is warranted.

C. Prior to and during the delivery of these services, safety issues will be considered to ensure an appropriately supervised, safe, environment for teachers and students. If safety concerns exist and are known, safety procedures will be discussed with the Home Teacher by the Pupil Personnel Worker of Home & Hospital Teaching prior to the initial home/hospital contact.

D. Instructional services shall be provided to an identified student with disabilities in accordance with Federal and State special education laws and regulations, including COMAR 13A.05.01. An IEP/504 meeting shall be held prior to home teaching and before a student returns to school from home teaching to review services and accommodations. The student and parents/legal guardians shall be involved in the process and are entitled to all rights and due process procedures included within these laws and regulations.

E. Excluded from these regulations are children ages birth through 2 years, who receive services in the Maryland Infants and Toddlers Program.

F. Participation in Home and Hospital Teaching will be recorded on a daily basis in e-School Plus with the HTA attendance code. The student will not be considered absent except when the student is not available for the scheduled instructional service. In this instance, the student is counted as absent in e-School Plus.

G. Should any disagreement arise in the implementation of these regulations, a parent/legal guardian, principal, Pupil Personnel Worker of Home & Hospital Teaching or PPW serving the school can ask for a review by the Director of Student Services. Any conclusion of the Director can be appealed to the Superintendent and hence to the Board of Education.

Revised 6/18
Administrative Regulation

1. **Purpose**

The Carroll County Board of Education supports all students in the pursuit of an education. Maryland Senate Bill 438 and House Bill 401 allow for pregnant and parenting teens to continue their education with supports and programing, as needed.

2. **Scope**

These administrative regulations apply to all students who are pregnant or parenting a child.

3. **Responsibilities**

The Director of Student Services serves as the Superintendent’s Designee to provide oversight and direction for these regulations.

4. **Procedure**

Educational Programing

A student who is pregnant or parenting who has not completed his/her high school education, may elect to remain in a regular school program and may not be involuntarily excluded from any part of the program. The decision to modify a student’s educational program shall be reached in collaboration with the student, the student’s parent/legal guardian, school personnel and appropriate community providers, if needed.

Educational programs and supports - may include the following:

1. Continuation of the regular school program;
2. Modified school schedule;
3. Extra time to complete missed assignments
4. Online credit recovery courses
5. Home and hospital teaching
6. Alternative education programs
7. School health services  
8. School counseling services  
9. Pupil personnel services  
10. Referral to any community agencies  
11. Additional supports as needed  

It is the responsibility of the local school system working, with the student and parent/legal guardian, to collaborate with other community agencies, and private health care providers to assure that a pregnant or parenting teen receives supports and services to assist the student in meeting academic success.

Student Attendance  

A. A student’s absence due to pregnancy or parenting is a lawful absence from school. This includes all absences due to:  
1. Labor  
2. Delivery  
3. Recovery, and  
4. Prenatal and postnatal medical appointments.  
5. Use of lactation space to nurse or express breastmilk  

B. A parenting student shall be provided a minimum of 10 school days of excused absences after the birth of the student’s child. Additional absences may be granted with administrative approval.  

C. All parenting related absences due to an illness or a medical appointment of the student’s child shall be excused. A minimum of 4 school days per year shall be granted before a health care provider’s note may be required.  

D. All absences due to a legal appointment involving the pregnant or parenting student that is related to a family law proceeding shall be excused, including appointments for adoption, custody, and visitation.

Makeup Work  

A student shall be given an opportunity to make up all missed work in a time period that equals at least as many days that the student was absent. In the case of an extended absence, a plan to make up the work will be developed in consultation with the student, parent/legal guardian, and school staff.
Implementation

A. Each high school must designate at least one staff member to connect, to the extent practicable, pregnant and parenting students with resources to find safe, affordable, and reliable:
   - child care and early childhood education services
   - transportation services to and from school

B. School staff shall refer a pregnant student to the school nurse, school counselor and notify the Pupil Personnel Worker to help assess for needs, make referrals, and provide resources and supports to the student.

C. A pregnant student may continue to attend his or her current educational program if desired, or a modified or alternative program, as determined in collaboration with the parent/legal guardian, and staff.

D. Each high school must designate a private lactation space which meets the following criteria:
   1. Includes at least one seating option with a flat surface and electrical outlet nearby to accommodate placement of a breast pump device
   2. Is not a bathroom or closet
   3. Access to a refrigerator located reasonably close to the private lactation space

E. School staff shall receive training on policy JFE objectives and requirements.

F. Policy JFE objectives and requirements shall be published in the student handbook.
I. AlternativestoFour-YearEnrollmentin aPublicHighSchool

In recognition of the fact that four-year enrollment in a public high school may not serve the best interests of some students, the following alternatives shall be made available:

A. Early CollegeAdmissionProgram

A student may receive a Maryland High School Diploma after completion of grade 11 through acceptance in the early college admission program, provided that:

1. The student is accepted for early admission to an accredited college before high school graduation.

2. All Maryland High School Assessment requirements and service learning requirements have been met.

3. A written request by the student and parent/legal guardian is made to and approved by the local principal and superintendent of schools, asking the waiver of the fourth-year attendance requirement. The student will also include the letter from the post-secondary institution indicating the student’s acceptance. The principal will receive a letter from the Superintendent approving or denying the request, with a copy sent to the student/parent and to the post-secondary institution. If approved, the student will receive his/her diploma and participate in graduation exercises at the completion of grade 11.

B. Early Admissionto ApprovedVocational,Technical,or otherPost-SecondarySchool

A student may receive a Maryland High School Diploma after completion of grade 11 through acceptance in an early admission program of an approved vocational, technical, or post-secondary school if:

1. The student is accepted for early admission by an approved vocational, technical, or post-secondary school before high school graduation.

2. All Maryland High School Assessments and students' service learning requirements are met.

3. A written request by the student and parent/legal guardian is made to and approved by the Superintendent of Schools, asking the waiver of the fourth-year requirement. The student will also include the letter from the post-secondary institution indicating the student’s acceptance. The principal will receive a letter from the Superintendent approving or denying the request, with a copy sent to the student/parent and to the post-secondary institution. If approved, the student will receive his/her diploma and participate in graduation exercises at the completion of grade 11.

Note: For release time, waiver of fourth year requirement and four-year enrollment for students who withdraw and return, see Alternatives For Structuring Programs.
ALTERNATIVES FOR STRUCTURING PROGRAMS

Students have options in fulfilling graduation requirements. This section addresses the options of Released Time, Dual Enrollment, Continuing Education, and Credit-Bearing Worked-Based Learning Experiences. Additionally, the issues of extra-curricular eligibility and conversion of credits are addressed. A separate application for “Dual Enrollment, Career Connections or Released Time, is to be used for processing all such requests. The “Fourth Year Waiver Checklist” is to be used for waivers of the fourth year and/or the earning of four (4) credits after Grade 11, and must be attached to the packet of documentation submitted to the Principal and the Superintendent or his designee. The “Waiver of Enrollment/ Credit Requirement Checklist” is to be used for waivers of the 8th semester of attendance after grade 11 and must be attached to the packet of documentation submitted to the Principal and the Superintendent or his Designee.

I. Released Time (noncredit)

Released time is defined as a non-school, non-credit program specifically designed for senior students and those individual cases where extenuating circumstances warrant approval. It is expected that released time students will adhere to all school regulations, including attendance and punctuality.

A. This option is reserved for Grade 12, preferably for the 3rd/4th marking periods only, but a student can be released during the fall semester with special permission from the building principal, due to extenuating circumstances, i.e., poverty, childcare.

B. Students will be required to be in school 3 of 4 mods of the school day in the block schedule. Two of these 3 mods must be credit-bearing.

C. Students must have the Released Time Application completed and approved prior to implementation.

D. Students must have met all High School Assessment (HSA) and Student Service Learning requirements prior to the quarter of the requested released time.

E. Reasons for released time may include financial need in severe situations, and special case study reasons including considerations of a physical or emotional nature. Students seeking release for academic/vocational opportunities must do so through the Career Connections Program.

F. Released time students must have 94% attendance in the 9 weeks preceding their application in order to qualify for consideration. Further, students must maintain a 94% rate of attendance to maintain their released time status.

G. Graduation requirements state that four (4) credits shall be earned after the completion of Grade 11.

H. In those circumstances which are extenuating and do not meet the above administrative guidelines, an individual student’s plan can be submitted to the principal for consideration.
**Dual Enrollment**

Get a jump start on college and prepare for your first college year while still in high school. **Dual Enrollment** allows high school students the option to earn high school and college credit at the same time. It offers students the opportunity to experience college-level coursework before taking on a full-time course load.

### 11th - 12th Grade Students

1. If a student would like to enroll in a dual enrollment program at a local college during their junior or senior year, they must meet the following requirements.
   1. 3.0 unweighted GPA for college level math course(s) at Carroll County Public School (CCPS) locations.
   2. 2.5 GPA unweighted GPA for English 101, History 110 at CCPS locations.
   3. 3.0 unweighted GPA required for ALL courses on college campus.
   4. 94% homeschool attendance the previous quarter of enrollment
2. There must be an identified plan to meet remaining graduation requirements including completion of service-learning hours and graduation assessment requirements. Note that 4 credits must be earned after the completion of grade 11.

### 9th - 10th Grade Students

1. **Admission for ninth to tenth grade students will be considered on a case-by-case basis.** Students will have an opportunity to receive dual credit for their college course. The course will be included on their transcript. An earned grade will be calculated into the high school students GPA.
2. Note with approval from the school counselor and principal the ninth and tenth grade students may apply for dual enrollment. See Dual Enrollment and Graduation Requirements below for more information.
3. Per Carroll Community College (CCC):
   a. A ninth and tenth grade student’s GPA cannot be used for dual enrollment course placement.
   b. Early college/GT (ninth, tenth grade, and younger) must have a recommendation from a school counselor or teacher and principal plus placement into ENGL-101 is required; and only if applicable, placement into college level math per the CCC mathematics department’s placement measures.

**Note this is for 9th and 10th grade students.** See requirements above for 11th and 12th grade students.

### 9th - 12th grade Students Dual Enrollment Process

1. Students must seek permission for dual enrollment/continuing education prior to the beginning of the semester for which the request is being made. Students must make an appointment with their school counselor and have a parent/guardian conference to review the educational plan and obtain appropriate paperwork. Note that a student can attend a virtual dual advising session hosted by CCC to complete this step.
   1. **Carroll Community College Dual Enrollment**
      1. The Dual Advising Session has been combined to provide information for CCPS and CCC. Session attendance is required by the student and parent(s)/guardian(s). The sessions will cover an overview of course options, expectations, and how dual enrollment works. Sign up to attend a session [here](#). Additional sessions will continue to be added. Confirmation and attendance lists will be sent weekly to high school counselors for tracking.
   2. **CCC Dual Enrollment Process**
2. The student and parent must complete a Dual Enrollment Application including the section requiring verification by a school official (counselor or administrator) that the student has completed the essential requirements.

3. The student may then take the partially completed form to post-secondary personnel for dual enrollment. *Note: NEW and RETURNING students who enroll in a dual enrollment course at Carroll Community College must complete a Dual Enrollment Request Form every time they would like to register for a new dual enrollment course.*

4. The student will then obtain all remaining signatures on the Dual Enrollment Application.

5. Final approval will be granted by the principal. If approved all courses earning college credit will be awarded and reflected on the high school transcript.
   1. 1 - 2 college credits will earn .5 CCPS credit
   2. 3 - 5 college credits will earn 1 CCPS credit

6. The grade from the college course will be reflected and calculated into the student’s GPA. Subject specific credits may count towards high school graduation requirements, pending approval. Dual enrollment courses will be weighted the same as transcripted AP courses.

7. If a student withdraws from a college course by the deadline established by the college, there will be no record on the high school transcript.

8. *Select Dual Enrollment courses are also taught at the high school location.* All procedures and application processes still apply.

9. The student, parent/legal guardian, and School Counselor shall receive a copy of the completed Dual Enrollment Application form.

**Dual Enrollment and Graduation Requirements**

Dual enrollment courses at Carroll Community College have been reviewed and several courses have been approved to meet a graduation requirement in the core content areas. To learn more about the courses that can meet a graduation requirement at CCC, communicate with your school counselor.

*Note that an 11th and 12th grade student can request a CCC dual enrollment course to fulfill a graduation requirement. 9th and 10th grade students can only take dual enrollment for elective credits at this time.*

*In addition, dual enrollment courses at post-secondary institutions other than CCC have not been approved to meet a CCPS graduation requirement.

**Dual Enrollment and Communication**

Dual Enrollment instructors at Carroll Community Public Schools can and are encouraged to communicate absences, poor attendance, and low grades in dual enrollment classes directly with the student, using the college starfish platform, and directly to a high school counselor to alert students to seek assistance and/or attend student office hours to review their current progress in the course. Dual students @CCPS are eligible for tutoring for all subjects; drop in, by appointment and online at no extra charge.

**Dual Enrollment Courses & Tuition**

Tuition at public higher educational institutions is charged according to the College and Career Readiness and College Completion Act of 2013 with the appropriate discount applied. All other expenses and fees are the responsibility of the student and their parent/guardian. Students who withdraw from a college course will be assessed $25.00 per course as an obligation to Carroll County Public Schools.

**CCC and CCPS Dual Enrollment Tuition**

Dually enrolled students attending CCPS will receive a 33% tuition discount on their classes taken at the college. Fees are
waived for dually enrolled students taking classes @CCPS; FARM eligible students @CCPS take classes at no cost, and books are provided.

**Dual Enrollment & Summer Courses**
College courses taken during the summer must be pre-approved by the principal for credit to be returned to the student's high school transcript. There are NO financial discounts for summer courses.

**Dual Enrollment & Eligibility**
A student must be enrolled in a minimum of 3 courses total, 2 of which must be credit-bearing. Final grades earned in dual enrollment classes determine academic eligibility status.
DUAL ENROLLMENT REQUEST FORM

Part I: Student Information (student completes part 1)

Last Name: ____________________________ First Name: ____________________________ DOB: ______

Address: ________________________________________________________________

Email address: ____________________________ Cell Phone: ____________________________ Current Grade: ______

Year of Graduation: ____________ Current High School: ________________________________

Dual Enrollment Location:

- CCC Campus
- CCPS/CCC
- Other: ____________________________ Name of post-secondary institution

When are you enrolling in a dual enrollment course? (Check all that apply)

- Fall
- Winter Term
- Spring
- Summer
- Evening

Year: ______

NOTE: College courses taken during the summer must be pre-approved by the principal. There is NO tuition discount for summer courses.

→ Student must apply to CCC online - www.carrollcc.edu - BEFORE dually enrolling and registering at the College

Part II: High School Requirements/Pre-Approval

High School Counselor completes part 2 prior to college enrollment.

- Student’s GPA: ______
  - 3.0 unweighted GPA with a “C” or better in Algebra II for college math course(s) at CCPS locations.
  - 3.0 unweighted GPA required on ALL courses on college campus.
  - 2.5 GPA unweighted GPA for English 101, History 110 at CCPS locations.

- Graduation Assessment Requirements Met: _____ Yes _____ No

- Number of Service-Learning Hours Earned (75 hours required for graduation): ______

- Attendance of Previous Quarter (94% required): ____________________________

- Student is Eligible for Free and Reduced Lunch: _____ Yes _____ No

- Attach a copy of the student’s high school transcript, if necessary.

- If applicable, the school counselor will notify the Academic Facilitator that the student is enrolling in a dual enrollment course that is aligned with a state assessment. The student will need to follow the state assessment requirements per MSDE to meet their graduation requirements.
  - Date Academic Facilitator notified: ______
    (Attach notification to the student’s Dual Enrollment Request Form.)

Notes:

7/2022 nf/ef
### Classes Scheduled to Fulfill Requirements

<table>
<thead>
<tr>
<th>Required High School Credits Remaining</th>
<th>CCPS OR Dual Enrollment</th>
<th>Semester/Mod</th>
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Approved courses earning college credit will be awarded credit and be reflected on the high school transcript.

- 1-credit and 2-credit CCC courses earn .5 CCPS credit.
- 3-credit, 4-credit, and 5-credit CCC courses earn 1 CCPS credit.

Grades will be calculated into the student's high school GPA. Subject-specific credits may count toward high school graduation.

### Part III: Student and Parent/Guardian Signature

My signature below verifies that I have met the requirements and understand that its responsibility:

- Attend New Student Orientation through Carroll Community College.
- Contact the school office on a regular basis to find out about senior activities and deadlines.
- Be responsible for my own transportation.
- Seek the assistance of school administrators in resolving schedule conflict, which may arise due to unforeseen circumstances.
- Purchase required textbooks/materials at the college.

I further agree to:

- Allow the Carroll Community College to share my status/grades with the school counselor and other school personnel as appropriate.

In no event shall the Board of Education of Carroll County, its agents, or its employees be held responsible for any injury that may befall me or a third party during my participation in such events taking place off school property, or in transportation to and from such events.

Teachers of the college courses taught at my high school are hired by Carroll Community College to teach this course. All expectations and procedures of the College shall be enforced.

Dual enrollment courses will not be given a grade on the report card at the “marking period.” I understand that the final grade earned in my dual enrollment class will determine my academic eligibility status.

7/2022 nf/ef
My signature below verifies that I understand the following:

- My child is eligible to take an unlimited number of dual enrollment classes if eligible and works with the high school requirements. High School counselor and principal approval is required.
- My student will attend the Carroll Community College New Student Orientation.
- We are responsible for purchasing required textbooks/materials at the college.
- We are responsible for the student’s transportation.
- The college will share my student’s enrollment status and grades with the home school counselor and other school personnel as appropriate.
- In no event shall I hold the Board of Education of Carroll County, its agents, or its employees responsible for any injury that may befall my student or third party during their participation in such events taking place off school property, or in transportation to and from such events. I recognize that college courses being taught at my student’s high school are taught by high school teachers, but for dual enrollment, they are working as adjuncts for the college.
- All expectations and procedures of the college shall be enforced. I further understand that if my child withdraws from a college course after the refund period defined by the college, I will be assessed a $25.00 fee per course as an obligation to CCPS. If a student withdraws from a college course by the deadline established by Carroll there will not be a record of the course on the student's high school transcript.

Parent/Guardian signature: ____________________________ Date: ________________

Part IV: Authorizations

<table>
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<tr>
<th>Required Signatures</th>
<th>Date</th>
<th>I approve the student’s request.</th>
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<tr>
<td>Counselor Signature:</td>
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<td>_____Yes   _____No</td>
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<td>Principal Signature:</td>
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<td>_____Yes   _____No</td>
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copies: Student/Parent and Counselor file
III. Career Connections-Credit-Bearing Work-Based Learning Experiences
   A. Students must complete a Career Connections Application.
   B. All credits earned are elective.
   C. Credits may be earned beyond the hours of the normal high school day.
   D. According to COMAR 13A.03.02.03, work and experience outside the school are recognized as valid ways of learning. Actual time spent in these activities may be counted as a portion of the specified number of clock hours required for credit when identified as an integrated part of a planned program. For work or experience outside the school which is approved and supervised by the school system, not more than nine (9) elective credits toward meeting graduation requirements may be granted to the student.
   E. Credit will be assigned to work-based learning experiences according to clock hours with 132 clock hours converting to one high school credit. Such arrangements and credit conversions will occur through the coordination of the student, school counselor, Career Connections Coordinator and employer, with prior approval. Credits can be earned during the summer prior to the beginning of the 12th grade year, and during both semesters of the 12th grade year.

IV. Extra-Curricular Eligibility
   In order to maintain eligibility for extra-curricular activities, a student must be enrolled as a full time student (see High School Eligibility/Extra Curricular Section for definition)

V. Waiver of Attendance for Eighth (8th) Semester
   A student may request a waiver of attendance for the eighth semester if all specific credit requirements including 4 credits beyond 11th grade, High School Assessments, and Service Learning hours are successfully completed. A waiver may be granted if the student has been accepted as a full time student to an accredited college, an approved vocational, technical, or post-secondary school, or the military. In addition, a waiver may be granted if the Superintendent or Designee determines the waiver is in the best interest of the student. A student requesting a waiver of attendance for the eighth semester to attend college must meet the specific requirements for Dual Enrollment:
   - 3.0 GPA
   - HS A requirement met
   - Service learning hours met
   - 94% attendance for the previous quarter
   - SAT/ACT/Accuplacer required scores for placement

   Procedures for requesting an 8th Semester Waiver are as follows:
   - The student and parent(s)/legal guardian(s) shall meet with the principal and school counselor to discuss the request for a waiver and to develop a plan, if appropriate. This meeting should occur in the spring of the junior year.
   - A letter outlining the plan, requesting the waiver, and identifying the reasons for the request shall be submitted to the Principal by the student and parent(s)/legal guardian(s).
   - The letter shall be signed by the student and the parent(s)/legal guardian(s).
   - The counselor will complete the 8th Semester Checklist form and attach all required documents (Waiver of Enrollment/Credit Requirements Checklist)
CCPS Application for Release Time

PART I: Completed by Student

Last Name: ______________________  First Name: ______________________  DOB: ______________________

Address: ____________________________________________________________________________

Phone: ______________________  Current Grade: __________  Yr. of Graduation: ______________________

PART II: Completed by High School Counselor Prior to Release Time

Student’s GPA (2.5 recommended):__

Graduation Assessment Requirements Met: __________

Number of Service Learning Hours: __________

Attendance Previous Quarter (94% recommended): __________

CCR Requirement Met/Academic Facilitator Notified: __________

All requirements above were reviewed by School Counselor.  Counselor’s Initials: __________

PART III: Completed by High School Counselor Prior to Release Time

• This option is reserved for students in grade 12, preferably for the 3rd/4th marking periods. Consideration for other situations may be granted with special permission from the principal.

• Reasons for Release Time may include financial need in severe situations and special case study reasons including considerations of a physical or emotional nature. To be eligible for extracurricular activities, students must be enrolled in more than 50% of the class periods occurring in a school day. (See the “High School Eligibility-Extra Curricular Activities” section of the Student Services Manual.)

• Maximum Release Time shall not be more than one (1) mod.

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<th>Required High School Credits Remaining</th>
<th>Classes Scheduled to Fulfill Requirements</th>
<th>Sem/Mod</th>
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NOTICE OF NON-DISCRIMINATION
The Carroll County Public Schools (CCPS) is firmly committed to creating equal employment and educational opportunities for all persons with regard to its employment practices and in the provision of services, programs, and activities. The CCPS does not discriminate on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, or sexual orientation. The CCPS provides non-discriminatory access to school facilities in accordance with its policies and regulations regarding the community use of schools (including, but not limited to, the Boy Scouts). The following person has been designated to handle inquiries regarding the non-discrimination policies: Gregory J. Bricca, Director of Research and Accountability, 125 North Court Street, Westminster, Maryland 21157.410.751.3068
PART IV: Student and Parent/Guardian Signatures

StudentSignature: ____________________________________________ Date: __________________________

My signature above verifies that I have met the requirements and understand that it is my responsibility to contact the school office on a regular basis to find out about senior activities and deadlines. Further, I am aware that transportation for these experiences, in all cases, shall be the responsibility of the student/parent/legal guardian. I also understand that it is my responsibility to seek the assistance of school administrators in resolving schedule conflicts which may arise due to unusual circumstances. I agree to keep my school counselor informed of any changes that occur to this approved plan. If I am 18 years old or older, in no event shall the Board of Education of Carroll County, its agents, or its employees be held responsible for any injury that may befall me or a third party during my participation in such events taking place off of school property or in transportation to and from such events. I understand it is my responsibility to be sure that I am eligible for extra-curricular activities.

Parent/GuardianSignature: ____________________________________________ Date: __________________________

My signature above verifies that I approve this plan for my child and that transportation for these experiences, in all cases, shall be my responsibility. In no event shall the Board of Education of Carroll County, its agents, or its employees be held responsible for any injury that may befall a student or third party during a student’s participation in such events taking place off of school property or in transportation to and from such events.

PART V: Completed by Employer

Type of Employment: ____________________________________________ Name of Employer: __________

__________________________ Days Employed: _______ Hours: ______________________________

- Supervisors Signature:

Date: ______________________

Supervisor’s Printed Name: __________ Phone#: __________________________

FINALEAUTHORIZATION-SIGNATURES

Recommended Approval

Yes No

__________________________ Date

High School Counselor

__________________________ Date

Assistant Principal

__________________________ Date

Principal

Date of Schedule Change
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<tr>
<th>Parent and School Counselor</th>
<th>Yes</th>
<th>No</th>
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CCPS Application for Career Connections Placement

PART I: Completed by Student

Last Name: 
First Name: 
DOB: 
Address: 
Phone: 
Current Grade: 
Year of Graduation: 
School: CHS FSK Gateway LHS MVHS SCHS WHS WMHS

PART II: Basic Requirements - Completed by High School Counselor

Student’s GPA (2.5 min.): 
Graduation Assessment Requirements Met: 
75 Service Learning Hrs. Completed: 
Attendance % - previous quarter (94% min): 
CCR Requirement Met/Acad. Fac. Notified: 

All requirements above were reviewed by School Counselor. Counselor’s Initials:  

To be eligible for extracurricular activities, students must be enrolled in more than 50% of the class periods occurring in the schoolday. (See High School Eligibility-Extra Curricular section of the Student Services Manual.)

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PART III: Career Completer/ Major Requirements - Completed by Career Coordinator

Proposed Career Connections experience is directly related to student’s completer or major:

Student’s Completer/Major: 
Student has completed at least 3 credits of completer or major: YES NO  

Career Coordinator’s Initials:  Date:  

☐ CCCTC
☐ Academy of Finance
☐ Early Childhood Education
☐ Teacher Academy of Maryland

Career Connections:

- 132 clock hours of work-based learning = 1 credit
- Credits can be earned during the summer prior to the beginning of the 12th grade year and during the 12th grade year.
PART IV: Student and Parent/Guardian Signatures

(Student) My signature below verifies that I have met the requirements and understand that it is my responsibility to contact the school office on a regular basis to find out about senior activities and deadlines. Further, I am aware that transportation for these activities, in all cases, shall be the responsibility of the student and/or parent/legal guardian. I also understand that it is my responsibility to seek the assistance of school administrators in resolving schedule conflicts which may arise due to unusual circumstances. I agree to keep my school counselor and Career Coordinator informed of any changes that occur to this approved plan. If I am 18 years old or older, in no event shall the Board of Education of Carroll County, its agents or its employees be held responsible for any injury that may befall me or a third party during my participation in such events taking place on school property or in transportation to and from such events. I understand that it is my responsibility to be sure that I am eligible for extracurricular activities.

Student’s Name (PRINTED)          Student’s Signature          Date

(Parent or Legal Guardian) My signature below verifies that I approve this plan for my child and that transportation for these experiences, in all cases, shall be the responsibility of the parent/legal guardian. In no event shall the Board of Education of Carroll County, its agents or its employees be held responsible for any injury that may befall my child or a third party during the student’s participation in such events taking place on school property or in transportation to and from such events.

Parent’s or Legal Guardian’s Name (PRINTED)          Parent’s or Legal Guardian’s Signature          Date

PART V: Final Authorization

High School Counselor (Printed and Signed Name)          Date

Career Coordinator (Printed and Signed Name)          Date

Assistant Principal (Printed and Signed Name)          Date

Principal (Printed and Signed Name)          Date

Recommend Approval

Yes          No

Date of Schedule Change

 Approved

Not Approved

Parking Permit Approved
WAIVER OF ENROLLMENT CHECKLIST

Directions: Review the waiver application materials for completeness and accuracy. Please fill in requested information and check the appropriate boxes after verifying required information is complete and attached.

Student's Name: ___________________________ School: ___________________________

Anticipated Year of Graduation: ____________ Waiver Requested: (check one only)

Four full years of enrollment beyond grade 8 only (8th semester waiver)
Four fully years of enrollment beyond grade 8 AND four credits beyond grade 11 (4th year waiver)
Local graduation requirements (Incoming senior transfers ONLY)

Letter requesting the waiver has been signed by both: Parent/Legal Guardian, and Student.

Transcript.
Current schedule/report card.

Documentation of acceptance in College/ Vocational/ Technical/ Post-Secondary/ Military/ Accuplacer results for non-remedial course work. (Student must meet the same minimum academic requirement for dual enrollment and be considered a full-time college student with a minimum of 12 college credits.)

List specific credit requirement(s) NOT yet met and the courses currently scheduled to fulfill these requirements:

<table>
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<tr>
<th>Credits Needed (including 4 credits in senior year)</th>
<th>Please list all courses to fulfill credits needed (including 4 credits in the senior year)</th>
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High School Assessment requirements: Met Not Met
If not met, what is the plan?

Number of service learning hours completed _____________.
Plan for completing this requirement if hours are not yet met:

Doesthe student receive: Special Education services? No Yes 504 services? No Yes
If yes, attach IEP/504 minutes showing IEP/504 Committee’s decision to terminate services if the waiver is approved.

Other information that may be helpful in determining the approval or denial of the waiver request; such as the counselor’s recommendation. Please attach this information.

Letter from Principal.

I verify that the information for this waiver request is accurate.

_________________________________________  ________________________________  _____________
Counselor’s Signature  Counselor’s Name (Printed)  Date

Revised June 2020
V. Four Year Enrollment for Students Who Withdraw and Return

The procedure to be followed when students leave school prior to graduation and request re-entry is included under Students Returning from Withdrawn Status.

Revised 7/06
HOME INSTRUCTION
Bylaw 13A.10.01

This Bylaw establishes a procedure to be used by the Superintendent to determine if a child participating in a home instruction program is receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age.

A parent/legal guardian who chooses to provide a home instruction program for his or her child shall sign a homeschool notification form which indicates consent to the requirements set forth in the law. This form, which is available in the Student Services Department, shall be submitted to the local Superintendent at least fifteen days before the beginning of a home instruction program.

Implementation

I. Enrollment in home instruction

A. The Student Services Department is responsible for receiving, reviewing, and recommending to the Superintendent of Schools requests for approval of home instruction.

B. Principals, counselors and other staff who receive information or requests concerning home instruction should direct them to the Student Services Department.

C. A parent/legal guardian who desires to provide a home instruction program for his or her child shall complete a homeschool notification form. This form shall be submitted to the Student Services Department fifteen days before beginning the home instruction program.

D. A child who turns five on or before September 1st of the year of which a parent/legal guardian seeks to begin a home instruction program may register for home instruction supervision via Carroll County Public Schools.

E. Portfolio reviews will be conducted two to three times a year to ensure a child is receiving regular, thorough instruction in those subjects usually taught in public schools including English, mathematics, science, social studies, art, music, health, and physical education. The reviews shall be conducted by Carroll County Public Schools or a registered nonpublic entity with the Maryland State Department of Education. Carroll County Public Schools will not conduct portfolio reviews for students age 18 and older unless requested in writing by the parent/legal guardian.

F. When the home instruction program lacks evidence of regular, thorough instruction, the parent shall be given thirty days to improve the instruction program. If upon the thirty day portfolio review the program still lacks evidence of regular, thorough instruction, the student shall be enrolled in public or private school. NOTE: failure to enroll the child in school is a violation of the Maryland compulsory attendance law.

G. Students participating in a home instruction program may participate in Carroll County Public School’s standardized testing at the student’s home school upon parent/legal guardian request. The annual testing schedule will be made available on the CCPS website under Home Instruction. Parents/legal guardians shall contact the student’s home school prior to testing to make arrangements for testing.

H. Students suspected of a disability participating in a home instruction program shall be considered for screening and evaluations upon a parent/legal guardian’s written request. See the “Home Instructed/Parentally Placed Private School” regulation in the Student Services manual for additional information.

I. Students participating in a home instruction program shall not participate in Carroll County Public school classes, extracurricular activities, etc.
I. Transferring to Carroll County Public Schools from Home Instruction

A. The parent/legal guardian shall contact the school of enrollment to schedule a portfolio review and enrollment in school.

B. A portfolio review of an elementary/middle school student shall be conducted by the principal and other school staff as needed. The portfolio review will include an interview with the student and a review of student work samples and records. The review and the age of the pupil will be used to determine grade placement.

C. A student who does not meet the age requirement for first grade may be placed in the first grade with verification of successful completion of a kindergarten program.

D. When the review involves high school work for request of credit for graduation, the parent/legal guardian shall contact the Director of Curriculum and Instruction prior to an enrollment at a comprehensive school. The Director, as the Superintendent’s designee, will review the provided documents and determine how the parent can move forward with enrollment.

   • If the provided documentation of a record of coursework and grades are sufficient, the Director of Curriculum and Instruction will send the attending school the documentation noting the credits that will be awarded and the parent shall contact the attending school to arrange an enrollment meeting.

   • If the parent does not have a record of coursework and grades from a home schooling umbrella oversight, the Director of Curriculum and Instruction shall review the student’s home schooling work portfolio to determine if any credit can be issued. If work samples, test scores, grades etc. do not show sufficient evidence of course completion or course alignment, no credit will be awarded. Following the portfolio review, the Director of Curriculum and Instruction will send the attending school documentation of any credits to be awarded and the parent shall contact the attending school to arrange an enrollment meeting.

Note: Middle school students registered under CCPS oversight are eligible to request a portfolio review for the awarding of high school credit in Algebra I and Spanish I only.

E. A maximum of eight credits per year shall be awarded to a high school student returning from home instruction under CCPS oversight to a comprehensive high school.

F. When credits are awarded, CCPS school records shall reflect a grade of “P” to denote passing.

G. State Assessments – if a student is granted credit through a portfolio review for a course with a related state assessment, the student is not required to take the state assessment for the course. In such cases, the student will be awarded the passing score on the state assessment.

H. An appeal of a portfolio review may be made in writing to the Superintendent.
I. Teachers of students who are having academic and/or behavioral difficulty in the classroom should follow the IST (Instructional Support Team), TAID (Teacher Assisted Instructional Decision) or SST (Student Services Team) team process as discussed below. Throughout the process, there should be written notes/documentation of the interventions employed and the results of the interventions.

Prior to, during and after the IST/TAID/SST or the special education IEP screening and evaluation process, Carroll County Public School personnel are not to make direct recommendations to parents/legal guardian regarding medical diagnosis, medications or specific treatment for their child. Student services team members may encourage parents to consider non-school medical or therapeutic services in the community. If referral resources are solicited by parents/legal guardian, a list of resources in the county should be presented rather than a specific service provider. Your principal, nurse, counselor, pupil personnel worker or school psychologist can serve as a resource for services available and/or the process to follow when honoring such requests.

II. The following is a general outline of how teachers may resolve problems and access help from the IST, SST or TAID teams IST/TAIDFlowChart:

A. Teacher tries Alternate Strategies

All teachers make changes and modifications in their classrooms in response to students who are having difficulty academically or behaviorally. Changing a child's seat, utilizing a "time out" chair, giving extra time to complete an assignment, offering special assistance and attempting "to catch the child being good" are a few of the techniques commonly used by teachers. Teachers may also informally consult with administration, resource specialists or student services staff for their ideas and expertise.

B. Communication with Parents/Legal Guardians

If the teacher's efforts to improve the child's learning/behavior are not successful, the teacher should contact the child's parents/legal guardian. Sometimes just sharing concerns with the parent/legal guardian is enough. Sometimes it is necessary to elicit additional parent/legal guardian involvement such as checking their child's homework and signing a homework sheet. An increase in communication to the parents/legal guardian by way of a daily or weekly "smiley face" point system or "drag" sheet can be helpful. This is an extremely important step in the total problem solving process that insures the parents/legal guardian are aware of their child's problem areas, progress and/or lack of progress.

C. Teacher Seeks Collegial Assistance from IST/TAID Team or Student Services Team

If the efforts to improve the child's learning/behavior are still not successful, even after attempts have been made to elicit parental cooperation, the teacher will seek collegial assistance from their grade level or subject level team or their school's IST/TAID or SST teams. These teams are groups of teachers, resource staff and student services personnel helping teachers identify and analyze the problem(s) correctly by collecting data, designing appropriate interventions and helping teachers implement and evaluate interventions.

This initial IST/TAID team might include the child's teacher from the preceding grade, a resource teacher from the area most directly linked to the problem, teacher(s) from the grade level team and counselor.
D. **A formal problems solving process is initiated**

In some cases, an IST/SST/TAID team member will work with a teacher to ensure that they are getting the assistance a student requires. Each school should follow a structured problem solving process in attempting to resolve the student’s problems. This might include a functional behavior assessment (FBA) and behavior Intervention plan or curriculum based assessment (CBA) and student intervention plan. A review of the student’s records and interviews with the student, previous teachers and parents may also be critical in correctly identifying and analyzing the problem, designing appropriate interventions and evaluating them.

E. **Communication with Parents/Legal Guardians**

In an attempt to continually keep the parents/legal guardian informed of their child’s progress and stress a team approach with the home and school, communication with the parent/legal guardian continues to be essential at this juncture. Parents should also be informed of any intervention plan and their role in supporting the plan.

F. **Teacher followup with IST/TAID or Student Services Teams**

The initial IST/TAID/SST may feel that the problem presented by the teacher is so serious or resistant to interventions that another special IST/TAID/SST meeting should be convened. This team meeting might include the administrator, teacher, the pupil personnel worker, the school nurse, the school psychologist, the ILA specialist, the counselor, etc. This meeting may focus on educational procedures or strategies for such special conditions as a suspected seizure disorder, attention deficit-hyperactivity disorder, parental neglect, complex medical problems (kidney problems, asthma, paralysis, etc.) or any extreme and unresponsive behavior and/or learning problem. (Note: Educators are not medical diagnosticians and shall not recommendspecific medical interventions.)

The special IST/TAID/SST may suggest more radical educational alternatives than the teacher alone would be able to implement. Placing a child in a higher or a lower grade, changing a classroom assignment, utilizing the services of such regular education resource people as the ILA specialist, the school counselor, behavior support specialist, school psychologist, pupil personnel worker, etc., are a few of the alternatives that might be tried.

G. **Formal Referral to PPW, School Psychologist, Counselor, etc.**

It may be that the special IST/TAID/SST will decide to formally refer the student to specialists such as the pupil personnel worker, the school psychologist, the school counselor or health nurse. For example, if a child continues to be tardy, even after the teacher has tried to gain the cooperation of the parents/legal guardian, the services of the pupil personnel worker may be requested. If it has been revealed to the teacher that the child continues to worry about a home problem, the school counselor may be asked to intervene. If a formal observation of a student’s work habits, learning style or classroom environment is desired, a referral to the school psychologist might be made.

H. **Suggest Assistance from an Outside Agency**

After carefully reviewing all of the data collected on the student, the IST/TAID/SST may feel that the student's problems are such that the assistance of an outside community resource should also be sought. In this case, a parent conference should be held in which all data is presented to parents/legal guardian along with possible alternatives. It may be that the feasibility of a physical or mental examination is explored as well as services that might be rendered by an agency such as the Carroll County Health Department or the Youth Service Bureau. If referral resources are solicited by parents/legal guardian, a list of at least three resources should be presented rather than a specific service provider.
I. Referto IEPCommitteeforScreening

It may be that, based upon classroom observation, individual and group test data, parent conferences, etc., the special IST/TAID/SST suspects that the student may have a disability and in need of special education services. In this case, the student would then be referred to the school IEP committee for screening for special education or 504 services.

A note of caution: The IST/TAID/SST should not be used as a means of delaying the identification of students with a disability or in denying students who have disabilities special education services. As soon as the team has information which leads them to suspect that a student may have a disability and in need of special education, a referral to the school IEP committee should be initiated. However, given the 2004 IDEA improvement acts increased focus on student resistance to evidenced-based interventions, the student’s intervention plan & his/her response to it should be carefully documented by the appropriate team.

Revised 8/92, 5/0
Procedures for Parentally Placed Private Schooled Students and Home Schooled Students

1. IEP Procedures for Parentally Placed Students in Private Schools (PPPPS) Regulations require CCPS to provide Child Find, provide assessments, determine eligibility, and offer a Free and Appropriate Public Education for all children. For students attending a parentally placed private or parochial school, please use the guidelines listed below.

2. Guidelines are subject to change depending on our proportionate share. Guidelines will be updated annually.

3. IEP/ISP Process for Parentally-Placed Private School Students—Carroll County Residents & Student attends a Private School in Carroll County & Parents reside in Carroll County
   a. Parent requests a screening meeting of a parentally-placed private school student in writing to the student’s home school. The homeschool is the school the student would attend if not parentally placed.
   b. The parent completes registration information at the student’s homeschool.
   c. The registration information is sent to the Office of Special Education (410) 751-3033.
   d. The student is registered in school 777.
   e. The homeschool identifies a case manager. The case manager conducts the IEP screening/assessment/eligibility, as appropriate. (See appropriate sections for guidance).
      i. The Case Manager invites a representative from the private school to the meeting. The representatives should be placed on the meeting notice.
      ii. The Case Manager contacts the Supervisor of Special Education.
      iii. The Case Manager invites the Liaison from the private school to attend the meeting.
      iv. The Case Manager should contact the Supervisor of Special Education, and review the case prior to the Evaluation meeting with the private school Liaison.
   f. If the IEP Team determines that the student qualifies for Special Education, the homeschool offers a Free and Appropriate Education (FAPE) through an IEP with services that would be provided if the student were enrolled in the public school.
   g. If parents select FAPE and the IEP, they must enroll the child in the public school. The student is identified in the IEP as Eligibility 1.
If parent rejects FAPE and the IEP, the IEP team offers an Individual Service Plan (ISP).

1. If the parent accepts the ISP, the student is identified as Eligibility 2.
2. Case Manager will complete progress reports as needed in collaboration with the Liaison from the private school with information gathered from regular contact with the private schools.
3. Case Manager completes the annual IEP.
4. If parent rejects all services (IEP and ISP), the student is coded as Eligibility 3.

ISP Process for Parentally-Placed Private School Students - Non-Carroll County Residents & Student attends a Private School in Carroll County & Parents reside outside of Carroll County

i. Parent contacts the Office of Special Education, requesting testing.
ii. The Supervisor of Special Education assigns the “case” school (on a rotational basis) to case manage the Parentally Placed Student. This school will remain the case manager for the duration of the student’s time at the private school. When the student moves to the middle school and high school grades, the case manager will move to the feeder school as appropriate.

i. Parent requests a screening meeting of a parentally-placed private school student in writing to the student’s assigned school.

ii. The parent completes registration information except for proof of residency at the assigned school.

iii. The registration information is sent to the Enrollment Secretary in the Office of Special Education.

iv. The student is registered in school 777.

v. The assigned school identifies a case manager. The case manager conducts the IEP screening/assessments/eligibility as appropriate. (See appropriate sections for guidance).

a. The Case Manager invites a representative from the private school to the meeting. The representatives should be placed on the meeting notice.

b. The Case Manager contacts the Supervisor of Special Education.

c. The Case Manager invites the Liaison from the private school to attend the meeting.

d. The Case Manager and Liaison from the private school should contact the Supervisor of Special Education to review the case prior to the evaluation meeting.

e. If the IEPTeam determines that the student qualifies for Special Education, the assigned school encourages the parent to take the evaluation information back to the home county to receive a Free and Appropriate Education (FAPE) though an IEP with services that would be provided if the student enrolled in the public school.

f. If the parent contacts the assigned school, stating that they have denied their right to FAPE, another meeting should be scheduled to develop an ISP based on the proposed IEP from the home county.
g. If the parent accepts the ISP. The student is identified as Eligibility 2

h. Case Manager will complete progress reports as needed in collaboration with the PPPPHS Liaison.

i. Case Manager completes the annual ISP.

5. Home Schooled Students - Parents reside in Carroll County & Parent requests a screening meeting for the Home Schooled student in writing to the student's resident school.
   a. The resident school is the school the student would attend if not Home Schooled.
   b. The parent completes registration information at the student's resident school.
   c. The registration information is sent to the Enrollment Secretary in the Office of Special Education.
   d. The student is registered in school 777.
   e. The resident school identifies a case manager. The case manager conducts the IEP screening/assessments/eligibility, as appropriate. (See appropriate sections for guidance).
   f. The Case Manager and PPPPS Liaison should contact the Supervisor of Special Education, to review the case prior to the MER meeting.

6. If the IEPTeam determines that the student qualifies for Special Education, the home school offers a Free and Appropriate Education (FAPE) though an IEP with services that would be provided if the student enrolled in the public school.
   a. If parent selects FAPE and the IEP, they must enroll the child in the public school. The student is identified in the IEP as Eligibility 1.
   b. If parent rejects FAPE and the IEP, the student is coded as Eligibility 3
1. Parent contact the Office of Special Education to request “Child Find” for their student
   a. The Supervisor of Special Education assigns a CCPS Case School
   b. The Supervisor e-mails the principal of the Case School and the PPPPS Liaison for CCPS, to inform them of the school assignment
2. Principal of the assigned Case School will assign a Special Educator to be the Student’s Case Manager
3. The PPPPS Liaison will contact the parent to explain next steps and the enrollment process
4. If the parent requests assessments
   a. Parent will need to enroll the student at the CCPS Home School for the 777 school
   b. CCPS will send the completed enrollment packet to the Office of Special Education
   c. The CCPS Home School will set an IEP meeting date within 30 days of the request from the parent for assessments.
   d. The following members should be included on the Meeting Notice
      Special Education from CCPS Home School
      General Educator for the grade level of the student from the CCPS Home School
      LSR
      Representative from the Private/Parochial School
      Parents of the student
      The Liaison for CCPS
      Other members needed per student needs
5. If the student is found to be eligible as a student with an educational disability, the parent can take documents to homeschool, in home county, so they can develop an IEP and offer FAPE
6. If the parent denies FAPE, they can then bring the offer (IEP) to their assigned CCPS school so that an ISP may be developed.

If the parent requests an Individual Service Plan (ISP) for the student in the Private School because the student has an IEP that was developed by the county of residence:

- Parent will need to enroll the student at the CCPS Home School for the 777 school
- CCPS will send the completed enrollment packet to the Office of Special Education
- The CCPS Home School will set an IEP meeting date within 30 days of the request from the parent for an ISP. The following members should be included on the Meeting Notice
  Special Education from CCPS Home School
  General Educator for the grade level of the student from the CCPS Home School
  LSR
  Representative from the Private/Parochial School
  Parents of the student
  The Liaison for CCPS
  Other members needed per student needs
- During the IEP Meeting, the CCPS case manager will
  Review the purpose of the meeting
  Provide the parent a copy of the Parental Rights
  Develop an ISP based on the county of Residence IEP
  The team should review each section of the ISP
- After the IEP Meeting, the CCPS case manager will
  Complete ISP and close (any questions contact PPPPS Liaison for clarification)
  Complete Prior Written Notice
  Send parent a copy of the ISP and the Prior Written Notice
  Let the PPPPS Liaison know that the ISP and Prior Written Notice have been sent to the parent and is available in the MOIEP
IX. STUDENT WELFARE
The education of homeless children continues to be a challenge to educators, parents/legal guardian, providers, advocates, and legislators. Because of the lack of low-income housing, as well as poverty, unemployment, under-employment, domestic violence, divorce, child abuse, teen pregnancy, and substance abuse, thousands of Maryland’s children have found themselves living in shelters, cars, abandoned buildings, campgrounds, and many other temporary settings not suitable for regular human habitation. Many children who experience homelessness lose more than their homes. Many lose their furniture, pets, toys, and their playmates as they become uprooted in search of permanent place to live. For these children, school provides the only real source of stability in their lives.

The purpose of the Stewart B. McKinney Homeless Assistance Act as amended by the Improving America’s School’s Act of 1994 (Public Law 103-382) Education for Homeless Children and Youth Program, Title VII, Subtitle B and the Every Student Succeeds Act 2016, is to ensure that all homeless children and youth have equal access to the same, free, appropriate public education, including public preschool education, free lunch, before and after school programs, career and technology, gifted and talented, special education, Head Start, and Even Start programs.

II. Definitions of Terms Regarding Homeless

A. “Local School System” means the public school system in which the student is enrolled.

B. “School of Origin” means the school that the child or youth attended before the child became homeless, or the school in which the homeless child or youth was last enrolled, the next grade level for all feeder schools when a student completes the final grades served by the school of origin, and preschool programs.

C. “Child” and “Youth” means any person who is eligible to attend public schools or educational programs that include pre-kindergarten through twelfth grade in Maryland including Head Start, Even Start, special education, or other programs.

D. “Homeless Child” means:

1. A school age child who is eligible to attend Maryland public schools and who lacks a fixed, regular, or adequate nighttime place of abode; or

2. A school-age child who has a primary nighttime place of abode that is a:
   1. supervised public or private shelter designed to provide temporary living accommodations; or
   2. public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

E. “Parent” or “Guardian” means:

1. The parent/legal guardian, person, or public agency having legal or lawful physical custody of a homeless child.

2. The homeless child if the child is over the age of 18 and no parent/legal guardian is available.

F. “Unaccompanied homeless youth” means a youth who meets the McKinney Vento definition and is not in the physical custody of a parent or guardian. An unaccompanied youth may make educational decisions in the absence of a parent when appropriate.

G. “Child’s or Youth’s Best Interest” means taking into consideration and making a school placement decision on a case-by-case basis based upon parental preference to the extent feasible. This will be done by each school respectively with the parent(s)/legal guardian(s).

In selecting the school which is in the best interest of the homeless student, the parent/legal guardian and the school system shall:

Determine which school will best serve the interests of the student, including consideration of the following factors:
• the student’s age
• the school which the student’s siblings attend,
• the student’s experiences at the school of origin,
• the student’s academic needs,
• the student’s emotional needs
• any other special needs of the family,
• continuity of instruction,
• length of stay in the shelter,
• the likely location of the family’s future permanent housing,
• time remaining in the school year,
• distance of commute and other transportation related factors, and
• the safety of the child;
• student’s need for special instructional program
• impact of mobility on achievement


III. Determining Homeless

(Other definitions of homeless children and youth are described in the U.S. Department of Education’s Preliminary Guidance for the Education of Homeless Children and Youth Program.) In determining whether a child or youth is homeless, the relative permanence of the living arrangements should be considered. States and LEAs must make determinations on a case-by-case basis. In general, children or youth living in welfare hotels, transitional housing shelters, the street, cars, abandoned buildings, and other inadequate accommodations are considered homeless.

A. Children and Youth Living in Trailer Parks and Camping Grounds
   Children and youth staying temporarily in trailer parks or camping areas because they lack adequate living accommodations should be considered homeless. Those living in trailer parks or camping areas on a long-term basis in adequate accommodations should not be considered homeless.

B. Doubled-up Children and Youth
   Children and youth who are living in “doubled-up” accommodations, that is, are sharing housing with other families or individuals, are considered homeless if they are doubled-up because of a loss or similar situation. Families living in doubled-up accommodations voluntarily to save money, generally, should not be considered homeless.

C. Foster Children and Youth
   In general, children and youth in foster homes are not considered homeless. Many foster children are in the care of a public agency awaiting placement in more permanent situations. The foster home, although temporary, serves as a fixed, regular and adequate nighttime residence. Children placed in a foster home for lack of shelter space, however, should be considered homeless.

D. Incarcerated Children and Youth
   Children and youth who are incarcerated for violation or alleged violation of a law should not be considered homeless, even if prior to their incarceration they would have been considered homeless because they were living in inadequate accommodations. Children and youth who are under care of the State and are being held in an institution because they have no other place to live should be considered homeless. Once these children are placed in more permanent facilities, they are no longer considered homeless.

E. Migratory Children and Youth
   Migratory children should not be considered homeless simply because they are children of migratory families. To the extent that migratory children are staying in accommodations not fit for habitation, they should be considered homeless.
F. **Runaways**
   Children or youth who have run away from home and live in runaway shelters, abandoned building, the streets, or other inadequate accommodations are considered homeless, even if their parents/legal guardians have provided and are willing to provide a home for them.

G. **School-Age Unwed Mothers**
   In general, if school age, unwed mothers are living in homes for unwed mothers, and they have no other available living accommodations, they should be considered homeless. However, if they are staying in such a home only temporarily to receive health care or other services, and intend to move to other adequate accommodations, they should not be considered homeless.

H. **Sick and Abandoned Children and Youth**
   There are instances where children and youth remain in a hospital beyond the time that they would normally stay for health reasons because they have been abandoned by their families. These children and youth should be considered homeless because they have no other place to live. Children and youth who were homeless prior to hospitalization should be considered to be homeless while they are in the hospital, unless regular and adequate living accommodations will be made available to them upon release from the hospital.

I. **Throwaways**
   Throwaway children or youth (i.e. those whose parents/legal guardians will not permit them to live at home) are considered homeless if they live on the street, in shelters, or in other transitional or inadequate accommodations.

### IV. School Enrollment

A. Local school systems must enroll each homeless child or youth in the school determined to be in the child’s or youth’s best interest. The school shall immediately notify the pupil personnel worker of any homeless child who enrolls in school and any current student who becomes homeless while enrolled in Carroll County Public Schools. The pupil personnel worker will initiate a “Students in Temporary Housing” form and determine if school-based interventions are needed.

B. No school shall deny enrollment to any child solely because he or she is living in a shelter, lacks a permanent address, or is homeless.

C. No school shall deny enrollment to or delay the enrollment or transfer of any homeless child solely because the student is unable to produce records for enrollment. The Pupil Personnel Worker shall assist the family in obtaining the appropriated documents as soon as possible after enrolling the child in school.

D. The local school system shall, to the extent feasible, provide each homeless child who enrolls in the district with the choice of enrolling in:
   
   1. The school of origin for the remainder of the academic year or if the child or youth becomes homeless between academic years for the following academic year; or
   2. The school in which non-homeless students, who live in the attendance area in which the homeless child or youth is living, are eligible to attend.

E. To the extent feasible, local school systems shall comply with the request made by a parent/legal guardian or unaccompanied youth regarding school placement, regardless of whether the child lives with the homeless parent(s)/legal guardian(s) or is temporarily residing elsewhere. If the school of origin placement is denied or rescinded, the Pupil Personnel Worker shall provide a written explanation of the decision including the appeal process. During the appeal process, a student may remain in the school of origin or enroll in the school serving the geographic area where the student is temporarily housed. An appeal must be made in writing within 10 school days upon receipt of the written decision by the Pupil Personnel Worker. The appeal shall be sent to the Homeless Education Liaison at Carroll County Public Schools, 125 North Court Street, Westminster, MD 21157. Telephone (410) 751-3119 or Fax (410) 751-3695.

F. The child or youth shall be permitted to remain in the school of origin for as long as the child or youth remains homeless, or if the child or youth becomes permanently housed, until the end of the academic year.
G. When a homeless child seeks to enroll in a school by notifying the school that he or she is homeless, and that he or she does not have appropriate enrollment documents, it shall be the responsibility of the receiving school to **immediately enroll the child** and immediately make a reasonable effort to:

1. Refer the student to the Pupil Personnel Worker to verify that the student is homeless
2. Contact the sending school for proper transfer documentation; and
3. Refer the student immediately, if necessary, to a physician or clinic including free clinics, which can provide any necessary examination or immunization in a timely manner.

H. Students who are identified as homeless according to COMAR 13A.05.09.05 may not be denied enrollment due to immunizations. COMAR states; “The school shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. If the child or youth needs to obtain immunizations, or immunizations or medical records immediately refer the parent or guardian of the child or youth to the local school systems coordinator, who shall assist in obtaining necessary immunizations, or medical records. The school may not bar enrollment of the homeless student until it has made a diligent effort to assist the parent with obtaining necessary immunizations or records of prior immunization.”

I. Homeless teenagers often face barriers to school enrollment. Local school systems must ensure that educational and support services provided to younger homeless children are also provided to homeless children in secondary schools. In addition, barriers to earning full or partial credit shall be identified and removed, when feasible.

J. In the event a homeless student enrolls after a deadline for a program or service, the student shall be given consideration, if feasible.

K. Homeless students very often leave school without officially transferring and obtaining a Maryland Student Transfer Record. If this occurs, the local school system policy should be followed.

1. **Receiving School:** If a homeless student transfers without the Maryland Student Transfer Record, register the student and call the former school for transfer information and records.

2. **Sending School:** If contacted for information regarding a homeless student, provide requested information over the telephone and forward records for the homeless student to the receiving school in a timely manner.

3. **Special Education Services:** If the student is receiving special education services, those services shall be implemented upon enrollment and a request for records made via phone or facsimile. A homeless student may return to his/her former school or transfer to a new school within the same academic year. If this happens, the student must be placed on re-entry or transfer status. School administrative personnel should contact the previous school by telephone to request the student’s records and discuss educational placement. Student records should be forwarded in a timely manner.

L. Homeless students may leave school prior to graduation and without officially transferring. If this happens, school systems should follow established procedures for student withdrawal.

V. **Transportation**

A. All local school systems must provide homeless children and youth with transportation services comparable to the services provided to non-homeless children attending the school that is determined to be in the best interest of the child.

B. Additional transportation may be provided as long as the child or youth attends the school of origin and remains homeless, or if the child becomes permanently housed, until the end of the academic year during which the housing is required. If a child or youth begins living in another school district or if the child’s school of origin is in another school district, then transportation services shall be provided to the extent required by the McKinney Act.

C. Based on “best interest” determination, if a child or youth becomes homeless and remains in his or her school of origin, each school, upon learning of the student’s homelessness, must notify the student and parent/legal guardian of the availability of transportation services, if such services are necessary for the homeless child or youth to continue attendance at the school of origin.

D. When the local school system is notified about the parent’s/legal guardian’s desire to have their child return to the school of origin, it shall transport the child to that school, when feasible.
E. Factors to be considered in determining the feasibility of transportation options are: parental preference; student preference; length of ride time; the distance to be traveled; the availability of buses and personnel; the opportunity for parent reimbursement; rerouting of buses; availability of alternative transportation modes (i.e., taxi or other types of public transportation such as bus, subway, or light rail) as permitted by law and the availability of funds. Such shall be discussed with the parent(s)/legal guardians in the school placement meeting.

F. If the homeless student resides in a local school system other than the local school system where the school of origin is located, the two local school systems shall confer to determine the feasibility of transportation options. Both LEA’s must determine how to divide the responsibility and share the cost, or they must share the cost equally.

VI. Appeal Process
A parent, legal guardian, or eligible student may appeal a decision regarding school enrollment, transportation, or a waiver of fees. An appeal shall be made in writing to the Homeless Education Liaison at Carroll County Public Schools, 125 N. Court Street, Westminster, MD 21157, telephone 410-751-3119 or fax 410-751-3695 within ten school days upon receipt of the written decision. During the appeal process a student may remain in the school of origin or enroll in the school serving the geographic area where the student is temporarily housed. A written decision of the appeal shall be issued by the Homeless Education Liaison within 10 school days of receipt of the appeal. A written appeal may then be made to the Superintendent of Schools within 10 school days of the Homeless Liaison’s decision. Additional appeal steps may be made via the appeal process found in Section X of the Student Services Manual.

VII. Duration of Services
All homeless children and youth are eligible to receive services under the McKinney Act. A child or youth who ceases to be homeless may continue to receive services until the end of the period of time for which service was originally intended to be provided, which may be the end of the school year. A homeless child attending an extended day or extended year program who moves into a permanent residence may remain in the program for the rest of that school year. Local school systems must determine on a case-by-case basis whether to continue services for these children and youth beyond the school year.

A. Children in Non-Title I Schools
   A local school system may provide Title I services to a homeless student who does not attend a Title I school. If a local school system chooses to serve homeless children and youth in non-Title I schools, it may reserve an appropriate amount for these services. This provision applies to homeless students in both public and private schools.

B. School-wide Programs
   Under Title I, Part A, a local school system may combine Title I funds, including McKinney Act funds, with other federal, State, and local funds to upgrade the entire educational program in a school with a concentration of poverty that is 50 percent or more.

C. All homeless youth shall receive assistance from the school counselor regarding higher education. In addition, all homeless youth shall be informed of their status as an independent for college financial aid and obtain assistance to receive verification for the FAFSA. A foster care student may be eligible for a tuition waiver at a Maryland State Higher Education Program. (See HB400 – Higher Education Tuition Waivers for Foster Care Recipients and Unaccompanied Homeless Youth).

VIII. Documentation of Homeless Students and Services
Tracking of homeless students in Carroll County Public Schools will be maintained through completing the “Students in Temporary Housing” form and entering required data in eSchool Plus, which is reported to MSDE with the year end attendance file. Student progress and other documentation will be maintained on the “Student Log.”

A. Students in Temporary Housing - As a result of the “No Child Left Behind” legislation, Carroll County Public Schools is required to identify, assess, and closely monitor the needs of all homeless students. This task is the responsibility of each school.

   1. The Pupil Personnel Worker will serve as the homeless coordinator for the school. An already functioning team in the school, along with the Pupil Personnel Worker, will monitor the needs and progress of each homeless student enrolled at the school.
2. When a homeless student is identified, the following procedure will be used:

   1. School based personnel will immediately notify the pupil personnel worker of any homeless students.
   2. The pupil personnel worker assigned to the school will complete the Students in Temporary Housing Form.
   3. The PPW will document the student’s homeless status in eSchool Plus. The homeless designation will remain for the entire school year, even if the student transfers to another school, or obtains permanent housing.

B. The progress of each homeless student will be monitored by the appropriate team on a monthly basis and documented on the form by the Pupil Personnel Worker.

   1. The school-based team will provide input for the completion of the forms.
   2. The school-based team will determine the needs of the homeless student at one of their regularly scheduled meetings, and provide for unmet needs to be addressed.
   3. If it is determined that the student has academic needs that cannot be met by services available within the school, the Pupil Personnel Worker shall consult with the Homeless Liaison.

C. The Homeless Liaison is authorized to affirm that a student meets the Department of Housing and Urban Development (HUD) definition of homelessness, to qualify the student for HUD Homeless Assistance Programs.

IX. Staff Development Staff shall receive annual training regarding homeless student rights, needs, and services.

Revised 12/2016
Children in Foster Care

I. Background

Children in State Supervised Care have unique needs and challenges in accessing educational services. School stability is an important factor in a youth’s academic success. Several federal and state laws address the unique needs of children placed in state supervised care. These guidelines below are guided by the following laws:

- Every Student Succeeds Act 2015
- Title I
- Fostering Connections Act 2008 COMAR07.02.11.12 (B) School Stability
- Transfer of Educational Records for Children in State Supervised Care 13.A.08.07

II. Definitions

a. “Local School System” means the public school system in which the student is enrolled.
b. “Foster Care Liaison”– the liaison for Carroll County Public Schools is the Director of Student Services (FCL). The liaison for the Department of Social Services is the Supervisor of Foster Care (CWA).
c. “Sending School” means the school the student is transferring from.
d. “Receiving School” means the school the student is transferring to.
e. “Foster Care Placement” includes a child placed out of the child’s home pursuant to a shelter care order, a voluntary placement agreement, or a child committed to or placed in the care and custody of the Department of Social Services.
f. “School of Origin” means the school the student attended at the time he/she entered foster care or at the time he/she moved from one foster care placement to another.
g. “Student’s Best Interest” means taking into consideration and make a school placement decision by determining if it is in the best interest of the student to continue his/her education at the school the student last attended prior to the foster care placement/change in placement.

Best Interest Factors:
- The child’s age;
- The school which the child’s siblings attend;
- The child’s experience at the school he or she last attended;
- The child’s academic needs;
- The child’s emotional needs;
- Any other special needs of the child;
- Continuity of Instruction;
- Length of expected stay at current placement;
- Likely location of the child’s future permanent placement;
- Time remaining in the school year;
- Distance, time, and complexity of commute and the impact it may have on the child’s education and other child-centered transportation-related factors; and
- The safety of the child.

III. School Placement Decisions

The Every Student Succeeds Act of 2015 (ESSA) affords Foster Care Students certain protections, as well as services under Title I. ESSA requires the local child welfare agency and the public school system to work collaboratively to maintain the child’s school of origin at the time of foster care placement and/or change in placement. These guidelines outline the procedures for each agency in meeting the needs of these students. Carroll County Public Schools will make every effort to maintain the student’s school of origin through the duration of the foster care placement.
Upon initial placement of a child in foster care or a change in placement, the Foster Care Supervisor/Designee (CWA) will immediately notify the CCPS Foster Care Liaison Designee (FCL) of the placement. The notification will include the following:

- Student(s) name
- Foster parent name, address, and phone #
- Foster care worker’s name and a phone #
- Desired school placement and
- Need for transportation

IV. Transportation Guidelines

Upon placement of a student in foster care, the Supervisor of Foster Care (CWA) will notify the Carroll County Public Schools Foster Care Liaison (FCL) of the placement per the Educational Stability Memorandum of Agreement.

The FCL will immediately notify the School Principal, Pupil Personnel Worker, School Registrar, Title I Supervisor, and the Transportation Area Supervisor of the placement. The FCL will request special transportation, if needed. The Transportation Area Supervisor will complete the “Transportation Plan Form” and notify the FCL of the transportation route and cost of transportation. The FCL will forward the Transportation Plan Form to the CWA, including the transportation route/costs. All excess costs of transportation beyond the normal bus rate will be paid by the Department of Social Services. The Transportation Department will submit an invoice to the CWA at the Department of Social Services quarterly. In the case of foster parent reimbursement, Carroll County Public Schools will reimburse the CWA for monies that Carroll County Public Schools would have otherwise spent on transportation.

Per ESSA, a foster care child shall remain in the school of origin for the remainder of the foster care placement. A Best Interest Meeting will be held each summer between the agencies to review the child’s school performance and determine the Best Interest Placement for the next school year. If transportation is needed, the FCL will contact the Transportation Area Supervisor as outlined above.

If a dispute arises over the school placement, a Best Interest Meeting will be scheduled between the child welfare agency and school system within 3 days of the placement. The student will attend the school of origin during the dispute resolution process. If agreement cannot be reached, the FCS will make the final determination of school placement.

The CWA will complete a “Best Interests Determination Form.” Both that form and the Transportation Plan Form will be filed in the student cumulative record.

V. School Enrollment

a. In County Foster Care – See Guidelines in III above.

b. Out of County Foster Care – A child placed in Carroll County by an agency outside of Carroll County may not be enrolled until approved by the Student Services Department. Students from out of county placements must complete a non-resident student application prior to enrollment, as outlined in the Non-Resident Regulations.

i. Upon approval by the Supervisor of Pupil Personnel and Student Support Services, the school shall enroll the child immediately, if possible, but no later than two school days from the date of approval.

ii. The persons authorized to enroll a child in foster care in school are:
   1. A biological parent,
   2. A placement agency caseworker;
   3. A foster parent, even if the foster parent has not been granted limited guardianship for educational decision making;
   4. A formal kinship care provider;
   5. A parent surrogate;
6. An education guardian;
7. A residential childcare program representative;
8. The student, if the student is aged 18 or older;
9. A court-appointed special advocate; or
10. A court-appointed attorney.

iii. At the time of enrollment, the person enrolling the child shall:
1. Present documentation to the receiving school that identifies the person as one who is authorized to enroll the student as identified
2. Present photo identification; and
   - Current proof of residence
   - Proof of birth and
   - Current proof of immunizations

vi. Current proof of residence
vii. Proof of birth and
viii. Current proof of immunizations

3. If not already exited from the sending school, the child shall be considered withdrawn from the sending school upon enrollment at the receiving school.

4. To the extent the sending school did not have or did not provide the records and the placement agency has access to them, the placement agency shall provide to the receiving school:
   i. If applicable, the IEP or Section 504 Plan;
   ii. Immunization records;
   iii. If applicable, a blood lead testing certificate;
   iv. Birth certificate or other proof of age;
   v. Health records that are educationally relevant.

iii. If the placement of the child changes during the school year and the child’s new address remains within the school boundaries, the placement agency caseworker shall send a letter to the foster care liaison providing the new address, contact information, and any other relevant information.

f. Each local school system shall identify a contact person to address issues of coordination, information sharing, decision making, and problem solving on behalf of children in foster care. The contact person shall be the Supervisor of Pupil Personnel and Student Support Services.

VI. Educational Decision Making

“General Education Decisions” means decisions involving non-special education services, including but not limited to field trip authorization, parent-teacher conferences, signing report cards, school counseling office matters, choice of academic program and courses, career program choices, testing authorization, special programs authorization (e.g., sex education, military forces, recruiting), choice of magnet school or other non-zoned schools, school health-related decisions, school discipline, sports and other extra-curricular participation, and parental options under No Child Left Behind.

“Parent Surrogate” has the meaning stated in Education Article, §8-412(a) (6), Annotated Code of Maryland.

“Special Education Decisions” means all decisions relating to identification, evaluation, educational placement, or discipline of a child with a disability as defined in Education Article, §8-401, Annotated Code of Maryland.

a. General Education Decision-Making

   Natural parent, if he/she retains educational decision-making authority; or
   The placement agency caseworker, or person designated by the caseworker, such as:
   i. Foster care parent;
   ii. A parent;
   iii. Education guardian;
   iv. Formal kinship care provider;
   v. Residential childcare program representative; or
   vi. Treatment foster care caseworker

Within 10 days of enrollment in school of the child in foster care, the placement agency caseworker with care and custody of the child will identify and provide contact information to the foster care liaison concerning which person listed above is the primary decision maker for general education decisions and
which person listed above is the secondary decision maker if the primary decision maker is unavailable.

b. Special Education Decision-making
   - Persons authorized to make special education decisions include the parent surrogate or the parent as defined in The Children in State Supervised Care Regulations.
   - The local superintendent shall appoint a parent surrogate in compliance with the requirements and timeliness set forth in Education Article, §8-412, annotated Code of Maryland.
   - The local school system shall maintain all parent surrogate documentation in the student record.

c. Each local school system shall identify a contact person to address issues of coordinating, information sharing, decision making, and problem solving on behalf of children in foster care. The contact person shall be the Supervisor of Pupil Personnel and Student Support Services (FCL).

VII. Annual Best Interest Meetings

Per ESSA, a foster care child shall remain in the school of origin for the remainder of the foster care placement. A Best Interest Meeting will be held each summer between the agencies to review the child’s school performance and determine the Best Interest Placement for the next school year. If transportation is needed the FCL will contact the Transportation Area Supervisor as outlined above.

VIII. Dispute Resolution

If a dispute arises over the school placement, a Best Interest Meeting will be scheduled between the child welfare agency and school system within 3 days of the placement. The student will attend the school of origin during the dispute resolution process. If agreement cannot be reached, the CWA will make the final determination of school placement.
FREE AND REDUCED MEALS

ELIGIBILITY:

Students may be eligible for free or reduced meals if they meet one of the following criteria:

- Children in households receiving Food Stamps or Temporary Cash Assistance (TCA) and most foster children can get free meals regardless of family income.
- Children in households participating in WIC may be eligible for free or reduced-price meals.
- Children certified as homeless, runaway, or migrant qualify for free meals.
- If the family’s total household income is the same or less than the amount on the Income Chart listed on the Free and Reduced Meal Application, children may qualify for free or reduced-price meals.

APPLICATION:

To apply for Free and Reduced Meals, the parent must complete a meal benefit application and return it to the school. To receive a meal benefit application, contact the office of the school in which your child is enrolled.

REAPPLICATION:

Applicants may reapply anytime during the school year due to changes in qualifications. Some of these changes are: household size goes up, loss of job, decrease in income, household qualification of Food Stamps or TCA. In accordance with federal law and U.S. Department of Agriculture policy, discrimination is prohibited on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write to the USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

VERIFICATION:

Eligibility may be checked at any time during the school year. School officials may ask applicants to provide documents showing that their child(ren) should get free or reduced-price meals.

CONFIDENTIALITY:

School officials will use the information on the Free and Reduced Meals Application form to determine if the child(ren) qualify for free or reduced-price meals. Also, the name and eligibility status of the child(ren) may be:

- Given to local Title I officials for allocation and evaluation purposes.
- Used for National Assessment of Educational Progress analyses or other authorized purposes.
- Given to other federal and state education or state health programs

No other use of this information is permitted.

FAIR HEARING:

Applicants may talk to school officials if they do not agree with the school’s decision about their child’s meal benefit eligibility or the result of verification. You also may ask for a fair hearing by calling or writing: Karl T. Streaker, Director of Student Services, 125 North Court Street, Westminster, MD 21157 Phone: 410-751-3123.

NOTE: Homeless and migrant children automatically qualify for free and reduced meals. Therefore, a meal benefit application is not required.
Administrative Regulation

1. Purpose

The Board of Education recognizes the value of allowing individual student expression as well as the necessity of protecting student health and safety and maintaining an atmosphere conducive to education. Student dress code procedures must be designed with the goal of balancing these competing interests.

All dress code procedures will adhere to health and safety codes and comply with applicable law. Student attire that can be reasonably forecasted to either materially disrupt the educational environment or infringe upon the rights of other students to access and participate in a safe and welcoming educational environment will be prohibited. No procedure will impose dress and grooming rules based on gender in violation of Title IX. Procedures will specifically define ambiguous terms, and examples will be provided when practical.

2. Definitions

Cleavage Area: An area between the breasts exposed by a low-cut neckline
Midriff Area: An area between the chest and the abdomen
Undergarments: Clothing designed to be worn under other pieces of clothing. These include, but are not limited to, undershirts, tank-top undershirts, underpants, boxers, compression shorts or shirts, and bras, including bralettes and sports bras
Head Coverings: Include, but are not limited to, hats, sunglasses, visors, hoods, beanies, scarves, and bandanas

3. Procedure

Students of Carroll County Public Schools are required to groom themselves in a manner that is not disruptive to the educational process and is reflective of a learning environment. Students are expected to abide by this dress code from their arrival to the school building to the defined ending of the school day as well as at any school-sponsored or school-sanctioned event. There requirements include, but are not limited to:
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<td>Director of Student Services</td>
<td>Review: every three years</td>
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**Head Coverings:**

- Be removed upon entering the school building, unless approved for religious or medical reasons.
- Certain headbands, scrunchies, and folded bandanas, which are used to hold hair in place and do not cover the entire head, are permitted.
- One’s face must be visible at all times.

**Shirts:**

- Shall reasonably cover the back, the cleavage area, and the entire midriff area.
- See-through or mesh shirts are not permitted, unless worn in conjunction with an appropriate top.

**Dresses/Shorts/Skirts/Skorts/Pants:**

- Shall cover the entire buttocks and private areas while the student is sitting, standing, and bending over.
- Pants shall cover undergarments at all times; that is, the waistline of the pants shall be on the upper hips.

**Other:**

- Appropriate shoes shall be worn.
- No bedroom slippers or pajamas shall be worn.
- Clothing that may endanger health or safety, that may be used as a weapon, or that may cause damage to property shall not be worn.
- Undergarments shall not be worn as outerwear or be visible through outer garments.
- Clothing shall not be worn that would lead school officials to reasonably believe that such attire will materially disrupt, interfere with, disturb, or distract from school activities, the safe operation of the school, or the rights of other students to access and participate in a safe and welcoming educational environment.
- Clothing shall not convey advertisements for or promote the use of condoms or other birth control devices, tobacco, alcohol, drugs, or the unlawful use of weapons, stated or implied.
- Clothing shall not convey profanity or symbols/messages depicting, implying, or which are reasonably perceived as promoting intolerance, hatred, and/or a hostile educational environment or harassment/bullying on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, sexual orientation, gender identity or gender expression. This prohibition includes, but is not limited to, Confederate Battle Flags and swastikas.
Students

Student Dress Code

<table>
<thead>
<tr>
<th>Administrative Regulation #</th>
<th>JICA</th>
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<tbody>
<tr>
<td>Implemented</td>
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<td>Reviewed/Updated</td>
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Page # 3

Regulations Owner Director of Student Services

Expiration/Review Review: every three years

- Clothing and accessories shall not depict symbols/messages of groups which are generally recognized as promoting intolerance, hatred, and harassment/bullying, such as the Ku Klux Klan or Aryan nation.
- Clothing shall not convey establishments or products whose names can be directly interpreted or construed as carrying a “double meaning” involving sexual innuendo, gang symbols, or sexual activity.
- Body art, whether permanent or temporary, which would otherwise violate this policy if depicted on attire, must be completely covered during the school day or at any school-sponsored or school-sanctioned event.

Violations

All student dress code violations shall be addressed in a respectful manner. When possible, a student’s dress code concerns shall be addressed by a staff member of the student’s gender identity.

A student found wearing inappropriate clothing will be asked to change or remove the item, and will be given an opportunity to do so. Should the student not be able to change or remove the item, clothing may be provided by the individual school. Student failure to cooperate will be referred to an administrator. Any student not complying with the direction of the administrator may be considered insubordinate and subject to appropriate disciplinary action. The Superintendent/designee may enforce additional restrictions in order to maintain a safe and orderly environment.

4. Exceptions

Exceptions to the dress code for the purpose of school activities (i.e., spirit weeks, athletic game days, dances) are up to the discretion of the school administration.
PROCEDURES FOR HANDLING
SUICIDE ATTEMPTS, THREATS OF SUICIDE AND SELF INJURY

I. Suicide Attempts

A. Provide constant adult supervision for the student, summon the school nurse immediately, and notify the administrator and counselor.

B. The school nurse, or other adult in the absence of the nurse, should assess the immediate medical needs of the student and administer first aid.

C. If immediate medical needs dictate, call “911.”

D. Notify the parents/legal guardians immediately.
   1. Inform them of the location of the student and ask them to join their child.
   2. Advise the parent/legal guardian of the need for medical and psychiatric treatment and follow-up and provide referral sources.

E. Notify the Supervisor of Health Services (x3124) and the Office of the Superintendent of Schools (x3128) if the student has been transported.

F. About 24 hours later, follow up beginning with step D.10. below.

II. Suicide Threats

A. When a student confides in a staff member that he/she is contemplating suicide or contemplating causing harm to him/herself in any way, the staff member must take immediate action.

B. School staff should work with the school counselor who has a duty to use all reasonable means to prevent the suicide, including at a minimum, informing the student’s parents/legal guardians of the threat. If the counselor is not available, the school staff member and the principal should work with the student and use all reasonable means, including informing parents/legal guardians, to prevent the suicide.

C. Parental notification by the counselor or the person handling the case should occur before the student is permitted to leave the building. An exception to parental/guardian notification is if the student is contemplating suicide due to parental/guardian abuse. If the staff member has reason to believe that the student has been subjected to abuse or neglect, procedures regarding the reporting of child abuse shall be followed. (See Child Abuse or Neglect Guidelines.)
D. The following procedures outline the actions to be taken when working with the student and parent/legal guardian:

1. Deal with the suicide situation immediately.
2. Determine where abouts of the student.
3. Provide for the student's immediate security or safety.
4. If the student's whereabouts are not known, help the parent/legal guardian develop a plan to locate the student.
5. If the student is within the school setting, do not leave the student unsupervised, and do not allow the student to go home on the bus until a plan for his/her safety is developed.
6. Talk with the student.
7. Assess for suicide potential.
8. Consult with a colleague.
10. Contact parent/legal guardian.
11. Determine if the family is currently involved in a therapeutic environment.
12. Discuss appropriate services:
   a. If the student is currently in private therapy, verify with parent/legal guardian that his/her therapist will be notified, and the student will be seen as soon as possible.
   b. If the student is not currently in private therapy, the school counselor, administrator, or school psychologist will call the Carroll County Youth Service Bureau cell phone for the on-call therapist and will follow the **CCPS Suicide and Self-Injury Protocol** provided to all school counselors and administrators.
   c. If the student is in immediate crisis, consult with the school nurse and with administrator approval, call 911.
13. Determine with the parent/legal guardian the course of action they will pursue.
14. Record the following information in eForms via the CCPS Web portal:
   a. Student’s name
   b. Grade
   c. Race
   d. Presenting problem
   e. Was parent/legal guardian notified?
   f. Your name
   g. Colleague with whom you discussed the case
   h. Disposition/Outcome
15. Follow up with parents/legal guardian 24 hours later to ascertain that a link with the therapeutic community has been made and to offer appropriate support and services from the school.
16. Follow up with the therapists(s) and support the student within the school setting in a manner agreed upon with the therapist(s).

III. Self-Injury - Often seen as a means to communicate despair rather than an attempt to injure oneself.

A. All staff members shall immediately report any act of self-injury by a student to the school counselor.
B. The school counselor will talk with the student to determine the self-injurious behavior, frequency of behavior, reason for behavior, etc.
C. Any non-treated recent injuries should be reviewed by the school nurse to determine appropriate medical follow-up.
D. The school counselor will notify the parent to discuss concerns and determine if the student is in therapy or outside counseling. If the student is currently receiving outside counseling, the school counselor will strongly recommend that the student be seen immediately by the therapist.

E. If the student is not in therapy or counseling, the counselor will contact the Supervisor of School Counseling for consideration of a referral to the Youth Service Bureau for assessment.

F. The Supervisor of School Counseling will contact the Youth Service Bureau personnel to determine if an assessment is appropriate.

G. The Supervisor of School Counseling will contact the school counselor to approve the assessment, if appropriate. The school counselor will direct the parent to contact the Youth Service Bureau (410-848-2500) for an appointment.

H. All incidents of self-injury are to be recorded in eForms via the CCPS Web portal:
   1. Student’s name
   2. Grade
   3. Race
   4. Presenting problem
   5. Was parent/legal guardian notified?
   6. Your name
   7. Colleague with whom you discussed the case
   8. Disposition/Outcome

I. Follow up with parents/legal guardian 24 hours later to ascertain that a link with the therapeutic community has been made and to offer appropriate support and services from the school.

J. Follow up with the therapist(s) and support the student within the school setting in a manner agreed upon with the therapist(s).
INAPPROPRIATE STAFF INTERACTIONS WITH STUDENTS

I. Introduction
The relationship between students and staff is to be one of a professional nature at all times. Because school personnel have the responsibility for the supervision of children, interactions with students should remain clearly within the confines of a professional staff/student relationship. Teachers and other staff are to be exemplars of appropriate behavior. Therefore, Carroll County Public Schools will not tolerate any activity at any time on the part of staff members which violates the professional relationship between students and staff.

Although a staff member’s behavior may be perceived as welcomed or encouraged by the student, any inappropriate staff interaction with a student will be handled as a very serious matter.

II. Definitions
Inappropriate staff interactions with students fall into two categories:

- Staff behavior where there is reason to believe that child abuse, sexual abuse, neglect or mental injury may have occurred
- Staff behavior that is outside the realm of the professional standards for acceptable interactions with students but does not rise to the level of suspected child abuse.

III. Reporting
Any behavior/conduct on the part of a staff member where there is reason to believe that child abuse, neglect, sexual abuse, or mental injury has occurred shall be immediately reported to the Department of Social Services as outlined in the “Child Abuse or Neglect Guidelines” in section IX of the Student Services Manual. Such behaviors shall also be reported to appropriate Carroll County Public Schools’ supervisory staff as outlined below.

Any person who believes that a staff member’s relationship with a student is inappropriate shall immediately notify the principal or other appropriate administrator if the staff member is not school-based.

If the alleged misconduct involves a principal, the matter shall be brought to the attention of the Director of Student Services who will work with the appropriate School Director and the Director of Human Resources to investigate and react to the concern.

Upon notification of an alleged inappropriate relationship between a staff member and a student, the principal shall immediately:

- Report the alleged behavior to the Department of Social Services if there is reason to believe child abuse, sexual abuse, neglect, mental injury or any other abusive act toward a child occurred, if not already reported.
- Contact the Director of Student Services before beginning any investigation whatsoever.
The Director of Student Services will:

- Begin a record of the reported staff behavior
- Notify the Director of Human Resources, the appropriate School Director and other supervisory staff as appropriate
- Consult with Department of Social Services on reported cases
- Keep appropriate Carroll County Public Schools' supervisory staff informed
- Obtain the "ruling" by Department of Social Services on reported cases
- If reported to the Department of Social Services for investigation of potential child abuse obtain authorization from the investigating agency for Carroll County Public Schools to conduct an investigation
- Notify appropriate Carroll County Public Schools' staff of the Department of Social Services ruling and the authorization for Carroll County Public Schools to begin investigation, in reported cases

IV. Failure to Report

Failure by staff to report information as outlined above will result in consequences as determined by the Director of Human Resources in consultation with other Directors and the principal as appropriate. Also, criminal and civil consequences may be imposed for failure to report suspected child abuse, neglect, sexual abuse or mental injury.

V. Investigation

All investigations of inappropriate staff/student relationships shall be handled in as confidential a manner as possible in order to protect the privacy of all parties involved.

VI. Documentation

If there is reason to believe that child abuse, sexual abuse, mental injury, or any other abusive act toward a child may have occurred, a verbal report shall be made immediately to the Department of Social Services and a written report within 48 hours using the Child Abuse/Neglect Report Form available in each school or from the Student Services Department.

The Inappropriate Staff/Student Interaction Investigation Form shall be completed with copies distributed and filed as indicated on the form. All aspects of the incident shall be documented in the report including the investigation, decisions, consequences, etc. Within 5 days of the date of the alleged misconduct was reported to the administrator, the administrator shall complete the Inappropriate Staff/Student Interaction Investigation Form and submit it to the Director of Student Services with a copy to the Director of Human Resources and the appropriate School Director.

VII. Consequences

The appropriate School Director and the Director of Human Resources will be consulted during the investigation and in determining appropriate consequences for the offender. Consequences may range from a conference with an appropriate superior up to and including termination of employment and loss of certification.

VIII. Parent Notification

The principal shall notify the student’s parent/legal guardian of the allegation of an inappropriate interaction with the child by a staff member as soon as practicable and legally possible. In all incidents involving an investigation by the Department of Social Services, the school principal and the Department of Social Services staff member will jointly decide when the parent shall be notified and by which agency (CCPS or DSS).

IX. Annual Training/Information Dissemination

The Principal, on no less than an annual basis, shall make the faculty and staff aware of the regulations regarding inappropriate staff interactions with students. Parents/legal guardians will be informed through the Carroll County Public Schools' Informational Calendar, school newsletters, student handbooks, or other appropriate forms of notification as determined by the principal.
X. Inappropriate Staff Behavior (examples)

Inappropriate communication:

- making personal or intimate references to self or others
- sending letters, communications of an intimate or non-professional nature
- making telephone calls regarding non-professional matters or concerns

Inappropriate conduct:

- giving of intimate or inappropriate gifts
- arranging to meet a student for non-professional reasons
- condoning or participating with student(s) committing illegal acts or acts in violation of school rules.

Sexual Harassment: Any unwelcome verbal or physical conduct of a sexual nature which denies, limits, conditions or interferes with the provision of education, assistance or services protected under Title IX, or creates a hostile or intimidating educational environment.

Dating and Sexual Relations:

Employees may not ask for a date, go out on a date, or have sexual relations with any current student, of Carroll County Public Schools up to age 21.

- Dating: May include, but is not limited to, a social appointment, engagement, or occasion, preplanned or not, between persons for social or sexual gratification. Dating may also include occasions where the sole or major purpose is for personal pleasure.

- Sexual Relations: Sexual relations may include, but is not limited to, sexual contact or conduct, in person or through communication, occurring between or involving two or more persons. Examples include:
  - inappropriate touching or fondling
  - intimate kissing
  - phone calls, letters, tapes of a sexual nature
  - allowing, permitting, encouraging, or engaging in obscene or pornographic discussion, display or photography
  - accepting or giving gifts of a sexual or intimate nature
  - filming or depiction of a child as prohibited by law
  - communications that include sexual innuendos
  - any kind of sexual penetration, sexual molestation, sexual exploitation
  - sexual intercourse

Child Abuse/Sexual Abuse/Mental Injury:

- Physical Injury: Indicators of physical injury include bruises, burns, welts, cuts, and abrasions, particularly when the child’s explanation of injury does not fit the injury or if the injury does not seem likely to have resulted from normal activity given the child’s age and physical development.

- Sexual Abuse: Indicators of sexual abuse include difficulty in sitting or walking, unexplained and unattended medical problems with the genitals or digestive system, and unexplained pregnancy.

- Mental Injury: Indicators of mental injury include development of phobias, severe depression, severe withdrawal, and significant change in affect, sleeping or eating disorders, or a substantial change in developmental functioning.

Inappropriate behaviors that may result in an abuse report:

- Striking a child or inflicting any form of corporal punishment (see corporal punishment)
- Making sexual innuendos or sexual advances to students
- Engaging in physical contact of a sexual nature with a student
- Initiating, encouraging or engaging in obscene or pornographic discussions or displays with students
- Engaging in sexual exploitation of the teacher/student relationship
- Accepting or giving gifts of a sexual or intimate nature
- Dating or requesting dates with students
- Accepting student offers of sexual favors

Revised: 6/06
INAPPROPRIATE STAFF INTERACTIONS WITH STUDENTS INVESTIGATION FORM

Instructions: This form is to be used to report investigations of all incidents involving inappropriate staff behavior directed toward students. It is to be completed and submitted to those listed below within five school days after a complaint is received by the principal. If after five school days the investigation is incomplete, a second report will be completed and submitted at the conclusion of the investigation.

Administrator filing the report: ____________________________________________
Investigation Began: ____________________________ Ended: ____________________

Title: ____________________________________________ School/Location: ____________________________

Name of staff member: ____________________________ Position ____________________________ School/Location: ____________________________

Student Name: ____________________________ DOB: ___/___/____ Grade: ______ School: ____________________________

Parent Name: ____________________________ Phone: ____________________________

Reported to the Department of Social Services? ___________ Yes ________________ If yes, date reported ____________________________

No

1) State the alleged inappropriate behavior (include the name and role of person making the allegation):

2) Describe the investigation process, including list of persons consulted and any agency referrals, (attach copies of child abuse referral or consultation report forms if report were made) dates of contacts and any reactions/suggestions made:

3) State any other relevant or pertinent information:

4) Describe finding of the investigation:

5) Describe detail of parent/legal guardian contact: (date, time, any new information)

6) List any actions taken, including dates, as a result of the investigation and/or any concerns regarding the case that require follow up:

Signature of Administrator Filing the Report ____________________________ Date ____________________________

Any additional pages are to be copied and attached to each copy of this form.

Copies: White - Administrator, Yellow - Director of Human Resources, Pink - Appropriate School Director

(A copy shall also be sent to the Director of Student Services and the employee's administrator and/or Director if different from above)

Revised 6/06
GUIDELINES FOR EDUCATORS DEALING WITH SUBSTANCE ABUSE

SUBSTANCE USERS WHO ARE SEEKING HELP

Guidelines for dealing with students suspected of substance abuse have been developed over a period of time and are designed to comply with applicable Maryland Law which encourages and protects students who seek information from teachers and other educational and health professionals on how to overcome substance abuse problems.

Section 7-410 of The Public School Laws of Maryland provides that, when a student seeks information for overcoming a drug problem from any educator (teacher, counselor, administrator, or other student services specialist) that no statement made by the student or observations made by the educator during the information/counseling session is admissible in any proceeding. This means no criminal conviction or school disciplinary action can result from what was said or done during this conference between the student and educator.

The law further states that educators cannot be compelled by the school administration or other authorities to divulgethe identity of any student whoseseekabuseinformation.

Article 43, Section 135 of the Maryland Annotated Code indicates that any young person, including those under eighteen years of age, may be treated by a physician for any form of drug abuse without his or her parent’s/legal guardian’s consent. The treating physician is under no legal duty to inform the parents/legal guardians of any minor under treatment for drug abuse.

Whenever a person seeks counseling or treatment for drug abuse from a physician, psychologist, hospital, or authorized drug program, no criminal convictions may ensue from the contents of those sessions. The law guarantees that any statement made by a person seeking help or any observation made by the one treating that person is notadmissible in court or in any other proceeding.

Every case in which a student seeks counseling or information from a professional educator for the purpose of overcoming drug abuse must be handled on an individual basis, which will depend upon the nature and particulars of the case. In determining what procedures might be appropriate, the educator shall consider the following factors:

1. age of student
2. type of drug
3. intensity of involvement
4. sincerity of student and willingness to undertake appropriate treatment
5. resources available
6. parental involvement

HELPING RELATIONSHIP

As in any good helping relationship, the educator, at the earliest appropriate time, is encouraged to discuss the availability of other resources, his/her professional limitations, and the desirability of parental involvement. Decisions to include parents/legal guardians should be made jointly by the student and educator, unless, in the judgment of the educator, the mental or physical health of the child is immediately and dangerously threatened. Examples of immediate and dangerous threats to a student’s healthcare:

- loss of consciousness
- severe intoxication
- inability to communicate coherently
- threat of suicide
If you suspect drug-induced unconsciousness or illness, notify the nurse immediately. In contacts with students seeking to overcome a drug problem, educators should conduct their “helping role” on school premises only.

If an educator feels incapable of providing adequate help for the student, or feels that counseling can no longer benefit the student, the educator and student should cooperatively seek additional professional help from available sources such as the school’s School Counselor, Crisis Intervention Counselor, Student Assistance Team, and Pupil Personnel Worker.

All educators should have access to a list of available resources in their community where students with drug problems may be referred for help.

In the general classroom situation, teachers should not attempt to diagnose symptoms of drug abuse. If it is felt that a student is physically or mentally incapable of functioning properly in class, the educator shall address the situation immediately by following the established school procedures, such as contacting an administrator or having the student escorted to the school healthroom.

CONFIDENTIALITY

The law on confidentiality places no duty on the part of educators to inform parents/legal guardians, administrators, or law enforcement personnel of the identity of students seeking help for overcoming drug abuse problems. However, as in the performance of any professional role, failure to act reasonably in a drug counseling case may subject the educator to civil liability. While confidentiality is a major force in enhancing help-seeking by current or potential drug abusers, educators are cautioned to obtain professional medical advice or addictions consultation. Educators shall refer the student to the appropriate addictions agency and/or medical facility.

Any written information pertaining to or about the help-seeking counseling session should be regarded as the personal notes of the educator. No record should be kept in the student’s permanent record. Under no circumstances should information concerning students and their alcohol/drug abuse problems be given to any source except the police and/or health authorities in situations where there is a violation of the law.

PROCEDURES FOR HANDLING INDIVIDUAL CASES

I. Suspected Abuse (Not on school property)
   a. Discuss situation with student, if appropriate
   b. Make a referral to the school’s Student Assistance Team

II. Possible or Definite Abuse in school
   a. Immediately report to an administrator,
   b. The administrator will refer to Administrative Regulations - Substance Abuse.

III. Possession of Suspected Drugs or Suspicious Substances

When an educator comes into possession of suspected drugs or suspicious substances, the following steps should be taken:

a. Immediately place the suspected drug or suspicious substance in an envelope or other container and label the container with date, time, and circumstances. (When the suspected drugs are acquired by an educator during a help-seeking conference, the name of the student should not be indicated.)

b. Do not taste or touch the suspected drug or suspicious substance under any circumstances.
c. Immediately, or at the earliest opportunity, turn the suspected drug over to the Principal (or, in his/her absence, the Assistant Principal) who, in turn, will keep it under lock and key.

d. The Principal (or Assistant Principal) shall notify the Coordinator of School Security.

SUBSTANCE ABUSE EDUCATION

Substance abuse prevention programs should target all forms of drug abuse, including the use of inhalants, tobacco, marijuana, and other illegal drugs. Such programs should be long-term, from Kindergarten through grade 12, and include age appropriate skills to strengthen individual protective factors and reduce risk factors.

Factual information about substances and addiction should be combined with school activities which teach social competence, promote positive peer influence, promote anti-drug social norms, and emphasize skills training. Resources and materials about our K-12 curriculum can be obtained by contacting the Supervisor of Health Education.

Revised 8/03
CHILD ABUSE OR NEGLECT GUIDELINES
Family Law Article, Title 5, Subtitle 7

I. Child Abuse
Maryland's Family Law Article, Title 5, Subtitle 7, has as its purpose the protection of children from physical abuse and neglect by early intervention. The law specifies that reporting of known or suspected physical or sexual abuse is the responsibility of any health practitioner, educator, human service worker, or law enforcement agency or officer. In the making of a report, the law provides immunity from civil liability or criminal penalty. The report should be made orally either to the local department of social services or to the appropriate law enforcement agency. In addition, a written report must be made within 48 hours on a special form available from the local department of social services. Child abuse or neglect can be life threatening and should be considered a possibility with students about whom there is concern.

Definitions
A. Abuse: The physical or mental injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child or by any household or family member under circumstances that indicate that the child's health or welfare is harmed or at substantial risk of being harmed, or sexual abuse of a child, whether physical injuries are sustained or not.

B. Sexual Abuse: Any act or acts involving sexual molestation or exploitation, including but not limited to incest, rape, or sexual offense in any degree, sodomy, or unnatural or perverted sexual practices, of a child by a parent or any family or household member or by any other person who has the permanent or temporary care or custody or responsibility for supervision of a minor child. In addition, the sex trafficking of a child by any individual is defined as sexual abuse. Sex trafficking means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a child for the purpose of a commercial sex act.

C. Sexual molestation or exploitation includes, but is not limited to, contact or conduct with a child for the purpose of sexual gratification, and may range from sexual advance, kissing or fondling, to sexual crime in any degree, rape, sodomy, prostitution, or allowing, permitting, encouraging, or engaging in the obscene or pornographic display, photographing, filming or depiction of a child as prohibited by law.

D. Mental injury means the observable, identifiable, and substantial impairment of a child's mental or psychological ability to function.

E. Physical and behavioral indicators of abuse are listed in Article VI below.

II. Child Neglect
The provisions of the Family Law Article dealing with child neglect require that every health practitioner, educator, human service worker, and law enforcement agency or officer make an oral or written report of a child believed to be a neglected child to the local department of social services. The written report must be made within 48 hours after the occurrence of the contact with the neglected child. In addition, a person acting in his/her capacity as a member of the staff of a hospital, public health agency, childcare institution shall notify the head of his/her institution or his/her designee.
Definitions

A. **Child neglect** is the failure to give proper care and attention to a child, including the leaving of a child unattended by the child’s parent, or other individual who has permanent or temporary care or custody, or responsibility for supervision of the child, under circumstances that indicate that the child’s health or welfare is harmed or placed at substantial risk of harm. Indicators of neglect include a child who is left unattended or inadequately supervised for long periods of time, consistently or frequently receiving insufficient food, consistently or frequently wearing inadequate or weather-inappropriate clothing, at risk of substantial harm due to lack of a safe home environment, and ignored or badgered by the caretaker. Neglect does not include failure to provide necessary assistance and resources for the physical needs or mental health of a child when failure is due solely to a lack of financial resources or homelessness.

A neglected child is one who is:

- left unattended or inadequately supervised for long periods of time.
- consistently or frequently receiving insufficient food.
- receiving inadequate medical or dental treatment (only reportable by a physician).
- consistently or frequently wearing inadequate or weather-inappropriate clothing.
- at risk of substantial harm due to lack of a safe environment in the home.
- ignored or badgered by the caretaker.

B. Parent means biological or adoptive parent.

C. Educator or Human Service Worker: Any professional employee of any correctional, public, parochial or private educational, health, juvenile service, social service agency, institution, or licensed facility. Education or human service worker includes any teacher, counselor, social worker, caseworker, and any probation or parole officer.

D. Physical and behavioral indicators of neglect are listed in article VI below.

III. **Dating or Sexual Relations between Staff and Students**

The relationship between students and staff is to be of a professional nature. Because school personnel have the responsibility for the supervision of children, teachers' and other staff's interactions with students should remain clearly within the appropriate confines of a professional staff/student relationship. Therefore, asking for a date, dating or exploiting the teacher/student relationship by soliciting or actually engaging in sexual relations is not to occur between Carroll County Public School employees and students.

Definitions

A. Dating: Dating may include, but is not limited to a social appointment, engagement, or occasion, pre-planned or not, between persons for social or sexual gratification. Dating also may include occasions where the sole or major purpose is for personal pleasure.

B. Sexual Relations: Sexual relations may include, but is not limited to, sexual contact or conduct, in person or through communication, occurring between or involving two or more persons. Examples include:

- inappropriate touching or fondling
- intimate kissing
- phone calls, letters, tapes of a sexual nature
- allowing, permitting, encouraging or engaging in obscene or pornographic discussion, display or photography
- accepting or giving gifts of a sexual/intimate nature
- filming or depiction of a child as prohibited by law
- communications that include sexual innuendos
- any kind of sexual penetration, sexual molestation, sexual exploitation
- sexual intercourse
IV. **Staff/CommunityAwareness**

The Department of Human Resources shall see that each new staff member has knowledge about what is child abuse/neglect, staff's obligation to report suspected abuse/neglect, and how such a report is to be made. Principals and cost center administrators are to review abuse/neglect information with all staff no less than on an annual basis.* Members of the students' community, including volunteers, who assist in school matters are to be informed about their duty to report abuse and neglect. The community may be informed by means of the school calendar, PTA meetings, school newsletters or handouts. In addition, principals should advise staff to consult with an administrator in advance regarding staff/student interactions that could be interpreted as social events. Staff should be aware that since school personnel have the "responsibility for supervision of a child," all interactions with students should remain clearly within the appropriate confines of a professional teacher/student relationship. Activities, if engaged in with students, that could place a staff member in jeopardy of being reported for, and possibly found guilty of, child abuse include:

- striking a child or inflicting any form of corporal punishment (SEE CORPORAL PUNISHMENT)
- making sexual innuendos or sexual advances to students
- engaging in physical contact of a sexual nature with students
- initiating, encouraging or engaging in obscene or pornographic discussions or displays with students
- engaging in sexual exploitation of the teacher/student relationship
- accepting or giving gifts of a sexual/intimate nature
- dating or requesting dates with students
- accepting student offers of sexual favors

V. In addition, staff should be aware that Board policy prohibits dating or sexual relations between staff and students. Implementation

A. Reporting Information

1. Reporting Child Abuse/Neglect*

Any employee** or volunteer of Carroll County Public Schools who suspects, or has reason to believe, that a child, student or non-student, is or was subject to maltreatment is responsible for immediately reporting child abuse, sexual abuse or neglect to the appropriate agency***. It is the responsibility of that agency, after receiving the report, to determine the follow-up, if any, and/or the extent of the investigation, if any, to be conducted. All reports shall be made to the Protective Services Department of Social Services (410-386-3434). Following an oral report by an educator of any suspected child abuse or neglect, the educator must then submit a written report, within forty-eight hours, to the Department of Social Services with a copy to the Offices of the State's Attorney, Principal and Director of Student Services. Child Abuse/Neglect Report Forms are available at each school. Failure to report suspected child abuse, neglect or sexual abuse to Social Services or law enforcement can be considered misconduct in office and can result in dismissal.**** (Section 6-202 of the Public School Laws of Maryland). HB245 Child Abuse and Neglect – Failure to Report requires the investigating agency to file a complaint with the Board of Education where the staff member is employed.

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* If the suspected abuser is an employee, follow this section as well as sections G. and H. below.

** Carroll County Public Schools expects all employees and volunteers to comply with these reporting procedures.

*** Information about incidents that occurred even years ago is also to be reported if there is reason to believe abuse occurred.

**** A counselor or administrator in the school could be consulted regarding such matters. Discussion with these people is not a substitute for making a report to the agencies mentioned previously.
2. **Confidentiality of Reports of Child Abuse**

Reports of suspected child abuse will be kept confidential. (The reporter should, however, cooperate with the Department of Social Services and the police who are investigating the incident as well as school system administrators.)

The reporter should maintain confidentiality of the contents of the report and the progress of any resulting investigation.

Reports of suspected child abuse/child neglect are to be distributed as indicated on the form (one copy to Department of Social Services, State's Attorney, Principal and Director of Student Services). These reports are confidential. The Principal and the Director of Student Services shall maintain the report in a confidential file. Access to the report shall be provided on a "need to know" basis to school officials of the Board of Education of Carroll County, including but not limited to the Superintendent or his designee, and to law enforcement officials, the Office of the State's Attorney and the Department of Social Services. When the alleged abuser is a Carroll County Public Schools' employee, if given permission to do so by the investigating agency, a school administrator will promptly inform (normally prior to the end of the next school day) the student's parent(s)/legal guardian(s) of the situation and the referral to the investigating agency. The Superintendent or his designee shall determine who shall have access to the report. An employee who is the subject of a child abuse report shall only be entitled to access the report if permission is first granted by the Superintendent or his designee and the Office of the State's Attorney or upon judicial order. Except as provided above, there shall be no disclosure of these reports. It shall be the practice of the Carroll County Public Schools to neither admit nor deny that a specific report has been made or that a specific file is being maintained. The reports of suspected child abuse not involving school employees shall be maintained for no less than three years.

4. **Failure to Report Suspected Child Abuse/Neglect**

- **Criminal consequences**
  Failure to report abuse or neglect may be prosecuted under certain circumstances, as common law conspiracy and obstruction of justice offenses.

- **Civil consequences**

  The Department of Human Resources shall, following an investigation, recommend to the Superintendent the disciplinary action to be taken.

  The investigations shall include:

  - The employee's knowledge of the situation.
  - Was such knowledge sufficient to give persons in a similar position reason to believe that abuse or neglect was a possibility?
  - The reporting action, or lack thereof, taken by the employee.

  Recommended disciplinary action could include one or more of the following:

  - verbal reprimand
  - written reprimand
• suspension with or without pay
• dismissal
• loss of certification

Information released to the public about an employee's failure to report suspected child abuse/neglect will be done only by the Director of Human Resources, or his/her designee, in such a manner not to violate the confidentiality of the employee/employer relationship or the confidentiality associated with the release of student/family information.

B. Notification of Principal or Director of Student Services
The staff member who reports suspected child abuse or neglect or who examines, attends, or treats a child that may have been abused or neglected shall, in addition to contacting the Department of Social Services or law enforcement, immediately notify and give all necessary information to the Principal of the school where the child attends.

C. Emergency Medical Treatment
The school nurse will provide immediate routine care of injuries according to Carroll County Public School procedures. In the event that a child is in need of further emergency medical treatment as a result of suspected abuse or neglect, the school Principal, in collaboration with the school nurse or other health professional when available, shall arrange for the child to be taken immediately to the nearest hospital. The Department of Social Services or law enforcement officer should be consulted before taking the child to the hospital when feasible; in cases where the emergency conditions prevent such consultation, the Department of Social Services or Law Enforcement should be notified as soon thereafter as possible. In all other instances, it is the role of the Department of Social Services and/or law enforcement officer to seek medical treatment for the child. Information contained in school health records needed during the existence of a health and safety emergency may be disclosed without parental consent and without violating the provisions of the Federal Educational Rights and Privacy Act (FERPA) of 1974.

D. Immunity/Confidentiality
Immunity shall be extended to persons reporting child abuse, sexual abuse and neglect cases in good faith, as clarified in Family Law Article, Title 5, and Subtitle 7. Reporting child abuse, sexual abuse and neglect incidents in good faith will not violate the Family Education Rights and Privacy Act. The Department of Social Services will not reveal the name of the person making the report unless the educator who filed the report has given written permission to Protective Services to reveal his/her identity.

If an investigation is conducted and criminal charges are filed in the case, a police report may contain the identity of the reporter and witnesses. In such cases, a subpoena to appear in court may be issued, revealing the identity of the employee. The subpoena shall be properly served via hand delivery or via certified mail, restricted delivery. The individual receiving the subpoena shall notify the principal immediately. The principal may contact the Director of Student Services to request that the subpoena be quashed. An employee does not have to honor an improperly served subpoena.

E. Reporting Forms
Forms to report abuse and neglect are available electronically and via the web portal in eforms. (see also Child Abuse / Neglect Report Form). Note the form asks if the student needs accommodations to facilitate understanding and communication.

F. Protective Services Interviewing Students (See Questioning on School Premises.)
G. Employee is a Suspected or Actual Child Abuser

When an employee is a suspected or actual child abuser, the principal shall make the contacts as directed in Article V.A.1. above and immediately notify the Director of Student Services. That Director shall notify the Director of Human Resources and the appropriate school Director. However, an investigation by the school may not occur until cleared to do so by Protective Services or the Maryland State Police or appropriate police agency (as established by Office of Attorney General, December 17, 1991). The Directors will determine whether sufficient reason exists to recommend to the Superintendent any disciplinary action prior to, during, or at the conclusion of, any investigation by Protective Services/State Police or the school system's own investigation. Items to be considered prior to any recommendation include:

- Information known or alleged.
- Effect of information on the employee's ability to perform job assignment.
- Conclusion of Protective Services/State Police investigation.
- Conclusion of school system's investigation.

If given permission to do so by the investigating agency, (normally prior to the end of the next school day following the principal learning of the report) the school administrator shall promptly inform the student's parent(s)/legal guardian(s) of the situation and the referral to the investigating agency. The school administrator shall also document the complaint or incident using the Staff/Student Relationship Investigation Form.

Recommended disciplinary action could include one or more of the following:

- verbal reprimand
- written reprimand
- job transfer
- suspension with or without pay
- dismissal
- loss of certification

Information released to the public about an employee who is suspected to be or is a child abuser will be done only by the Director of Human Resources, or his/her designee, and in such a manner as not to violate the confidentiality of the employee/employer relationship or the confidentiality associated with the release of student/family information.

H. Employee Who Dates or Engages in Sexual Relations with Students

Employees may not ask for a date, go out on a date, or have sexual relations with any student, any potential student**, or any former student through high school graduation, or age 21**. Principals and other administrators shall inform staff that this regulation is in effect. Should compliance not occur, an employee is subject to disciplinary action.

Should an administrator have reason to believe that dating or sexual relations between a student and an employee has occurred, the Director of Student Services and the Protective Services Department of Social Services (410 386-3434) shall immediately be contacted. That Director shall notify the Director of Human Resources and the Director in the division where the employee works. The Directors will recommend to the Superintendent disciplinary action to be considered. If given permission to do so by the investigating agency, (normally prior to the end of the next school day following the principal learning of the situation) the school administrator will promptly inform the student’s parent(s)/legal guardian(s) of the situation and the referral to the investigating agency. The school administrator shall also document the complaint or incident using the Staff/Student Relationship Investigation Form.
Recommended disciplinary action could include one or more of the following:

- verbal reprimand
- written reprimand
- suspension with or without pay
- dismissal

Information given to the public related to disciplinary action against an employee for dating or having sexual relations with a student is to be made only by the Director of Human Resources, or his/her designee, who will maintain employee/employer and student confidentiality.

1. Sexual Harassment
The Carroll County Board of Education recognizes that sexual harassment is a violation of both federal and state employment discrimination laws and Board of Education Policies. Further, the Board believes that sexual harassment is both morally wrong and offensive. See also Sexual Harassment of Students.

* This regulation against dating and sexual relations also applies to teachers of adult education classes and student teachers, and their students, unless the teacher and student are married to one another. Adult education administrators shall investigate the situation, documenting the investigation using the Staff/Student Relationship Investigation Form. In the case of adult education and studentsoverage 21, parent/legalguardiancontactneednotoccur.

** Twenty-one is the age at which a person may not return to high school as a student.

8/06
GUIDELINES FOR CHILD ABUSE FOLLOW-UP QUESTIONING

On occasion, reports of child abuse which have been made by CCPS staff members do not contain enough information to warrant an investigation by DSS. Yet, in the interest of the child, DSS may not wish to screen out the report without further information. In these instances, a DSS caseworker shall contact the school administrator to request further information regarding the report. This may include follow-up questioning of the alleged victim. Any questioning of the alleged victim after a report to DSS has been made shall only be done at the request of a DSS caseworker through the school administrator. It is lawful and prudent to comply with this request (as confirmed by the District Attorney and CCPS legal counsel.)

The following are guidelines for when a school administrator receives a request to gather more information from an alleged child abuse victim.

➢ Follow-up should occur as soon as possible after the request from DSS is received.
➢ Additional information needed will be determined in consultation with DSS.
➢ Follow-up questions should be asked by Student Services staff or administrators only. (This includes School Counselors, Nurses, PPW’s, School Psychologists, and Behavioral Support Specialists.) The administrator will determine who will do the follow-up questioning.
➢ Questions should be asked by an aforementioned individual who has established a supportive relationship with the alleged victim.
➢ It is not the intent that any CCPS employee should investigate alleged child abuse.
➢ Administrators with concerns regarding specific requests from DSS should consult with the Director of Student Services.
EMPLOYEERESPONSIBILITIESFORREPORTINGCHILDABUSEORNEGLECT

REPORTING PROCEDURES

A. Maryland State Law requires any school system employee who suspects there is “reason to believe” that abuse or neglect has occurred must make an immediate oral report of the suspected child abuse or child neglect to the following:

1. Carroll County Department of Social Services (DSS) Monday through Friday, 8:00 am - 4:30 pm (410-386-3434). After 4:30 p.m. calls will automatically be forwarded to an answering service which will contact the DSS Worker on call. That worker will then contact you for information.
2. School Principal.

B. The duty of school personnel is not to investigate an alleged abuse or neglect case, but to report the case to the Child Protective Services Division of DSS. The duty to report may not be delegated to another staff person such as the principal or the counselor.

C. The person making the oral report of abuse or neglect must also submit a written report within 48 hours after making an oral report. An eForm should be completed using the application on the Web Portal. If needed a fillable form can be found by using this link “Child Abuse/Neglect Report Form”. This form is found on the CCPS website under Student Services and then Child Abuse Reporting. Please complete the form and print it out. Copies should be distributed to the agencies and person listed below, as well as on the reporting form. When you complete a Child Abuse Neglect Form using eForms in the Web Portal the copies are automatically distributed electronically.

D. Report of suspected child abuse will be kept confidential.

1. The reporter should maintain confidentiality of the report and the progress of any resulting investigation. (The reporter should, however, cooperate with the Department of Social Services and the police who are investigating the incident as well as school system administrators.)
2. The school’s copy of the completed form must be kept separate from the student’s cumulative folder.

E. Consequences of failure to report:

1. Civil consequences: suspension or loss of job/loss of certification.
2. Criminal consequences: failure to report may be prosecuted under certain circumstances common law conspiracy and obstruction of justice offenses.

F. Immunity: Any person who, in good faith, makes a report of abuse or neglect is immune from any civil liability or criminal penalty. Additional information may be found in the Carroll County Public Schools’ Student Services Manual.

DISTRIBUTION OF THE ABUSE/NEGLECT REPORT

A copy of the Abuse/Neglect Report Form is to be sent to:

1. Carroll County Department of Social Services
   Principal 1232 Tech Court
   Westminster, MD 21157
2. State’s Attorney for Carroll County
   55 N. Court Street, Suite 100
   Westminster, MD 21157
3. School
4. Director of Student Services
   kstrea@carrollk12.org

ABUSE OF STUDENTS BY STAFF MEMBERS

A. In the event the suspected abuser is a staff member, the employee has the same duty to inform as outlined above and the same procedures shall be followed.

B. The principal must inform the Director of Student Services and Human Resources, and the appropriate Elementary, Middle or High School Director.

C. Any school investigation shall not occur until the Department of Social Services and/or the appropriate police agency, completes their investigation and authorizes the school liaison who will notify the principal to proceed with an investigation.

D. Maryland Law defines child abuse as “the physical or mental injury of a child by any parent or other person who has permanent or temporary care or custody or responsibility for supervision of a child . . . “ Sexual abuse is defined as “any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary care or responsibility for supervision of a child . . . . “ Because school personnel have the “responsibility for supervision of a child,” interactions with students should remain clearly within the appropriate confines of a professional teacher/student relationship. Activities that could place a staff member in jeopardy of being reported for and possibly found guilty of child abuse and/or possible disciplinary action by Carroll County Public Schools include:

- Striking a child or inflicting any form of corporal punishment.
- Making sexual innuendos or sexual advances to students.
- Engaging in physical contact of a sexual nature with students.
- Initiating, encouraging or engaging in obscene or pornographic discussions or displays with students.
- Engaging in sexual exploitation of the teacher/student relationship.
- Accepting or giving gifts of a sexual/intimate nature.
- Accepting student offers of sexual favors.
- Dating or requesting dates with students.
CHILD ABUSE and NEGLECT
COMA Definitions

CHILD ABUSE

Physical Injury is an injury, not necessarily visible, of a child by a parent or other individual who has permanent or temporary care or custody or responsibility for supervision for a child, or by a household or family member under circumstances that indicate that the child’s health or welfare is harmed or at substantial risk of being harmed. Indicators include bruises, burns, welts, cuts and abrasions particularly when the child’s explanation of injury does not fit the injury or if the injury does not seem likely to have resulted from normal activity given the child’s age and physical development.

Sexual Abuse is any act or acts involving sexual molestation or exploitation, whether physical injuries are sustained or not, by a parent, other individual who has permanent or temporary care or custody of a child, or by a household or family member. Indicators of sexual abuse are difficulty sitting or walking, unexplained and unattended medical problems with the genitals or digestive system, and unexplained pregnancy.

Sexual abuse also includes sex trafficking of a child by ANY individual. Sex trafficking means the recruiting, harboring, transporting, provision, obtaining, patronizing or solicitation of a child for the purpose of a commercial sex act.

Mental Injury is the observable, identifiable and substantial impairment of a child’s mental or psychological ability to function that is caused by the act of a parent or other individual who has permanent or temporary care or custody or responsibility for supervision of the child, or by a household or family member. Indicators of mental injury include development of phobias, severe depression, severe withdrawal and significant change in affect, sleeping or eating disorders or a substantial change in developmental functioning.

In reporting mental injury, the reporter should indicate how the child’s injury is believed to be attributable to an act of maltreatment or omission of proper care and attention to the child.

CHILD NEGLECT

Child Neglect is the failure to give proper care and attention to a child, including the leaving of a child unattended by the child’s parent or other individual who has permanent or temporary care or custody, or responsibility for supervision of the child under circumstances that indicate that the child’s health or welfare is harmed or placed at substantial risk of harm. Indicators of neglect include a child who is left unattended or inadequately supervised for long periods of time, consistently or frequently receiving insufficient food, consistently or frequently wearing inadequate or weather-inappropriate clothing, at risk of substantial harm due to lack of a safe home environment and ignored or badgered by the caretaker. Neglect does not include failure to provide necessary assistance and resources for the physical needs or mental health of a child when failure is due solely to a lack of financial resources for homelessness.

Mental Injury is the observable, identifiable and substantial impairment of a child’s mental or psychological ability to function or a substantial risk of mental injury that is caused by the failure to give proper care and attention to a child by the child’s parent(s) or other individual who has permanent or temporary care or custody or responsibility for supervision of the child. Indicators may be the same as those listed under “Mental Injury” in the Child Abuse section above.

Revised July 2017
I. Carroll County Public School procedures are designed to support the belief that schools must be a safe place for students and staff.

In May 1996, the Federal Megan’s Law was signed by President Clinton, requiring states to disclose to the public, information about registered offenders.

The Annotated Code of Maryland §11-722 prohibits registered sexual offenders from knowingly entering onto the real property of a public or nonpublic school. In the case of a registered sexual offender who has a child who is a student at the school, they may enter the property if the following two conditions are satisfied:

1. Within the past year, the sex offender was given the specific written permission of the Superintendent of Schools, the local school board, or the principal, and
2. The sex offender promptly notifies an agent or employee of the school of his/her presence on the property, as well as the purpose of the registrant’s visit.

Note: A registrant is allowed on school property to vote on an election day if the registrant is properly registered to vote and the school is the registrant’s polling place.

II. Implementation:

1. Local law enforcement shall, within 20 working days after receiving information, notify Carroll County Public Schools of the registration or change of address of a sexual offender.
2. Within 30 working days after receiving notification from local law enforcement or the state database of a sexual offender, the superintendent/designee shall send a letter to the sexual offender notifying the offender that he/she is not permitted on school property.
3. If the registered sexual offender has a child who is a student at the school, the principal shall develop a safety plan and notify the offender of the safety plan in writing. The offender is permitted on the property, if the following two conditions are satisfied:
   a. Within the past year, the sex offender was given the specific written permission of the Superintendent of Schools, the local school board, or the principal, and
   b. The sex offender promptly notifies the principal of the school of his/her presence on the property and the purpose of his/her visit. A sex offender is also allowed on school property to vote on an election day if the registrant is properly registered to vote and the school is the registrant’s polling place.
4. The safety plan shall be developed by the school principal, in consultation with others, who may include but are not limited to the Assistant Principal, the Pupil Personnel Worker, the Supervisor of School Security, or the appropriate level Director, or the Director of Student Services. The plan should consider the following factors:
   (i) Proximity of the offender to the school
   (ii) Impact on student walkers, bus stop location
   (iii) Role of the offender (parent or relative of a student enrolled) and pertinent need to monitor interaction with the school community
   (iv) Establishing relationships with police regarding presence of offender
5. Persons registered as a child sexual offender and/or a sexually violent offender shall not be permitted to volunteer in schools.
6. Each school has been registered through the Maryland Department of Public Safety and Correctional Services ICRI M E watch website to receive automated notifications on registered sex offenders that live within one mile of the address of the school. This process will send notification to school administrators as registered sex offenders move within one mile of the school.
7. General information to parents/legal guardians regarding their ability to access information on the internet about sexual offenders will be provided in the school calendar/handbook.

Revised 1/22
(Name)
(Address)
(City, State, Zip)

Dear [name of offender]:

Pursuant to §11-722 of the Criminal Procedure Article, Annotated Code of Maryland, registered sexual offenders are prohibited from knowingly entering the real property of a public or nonpublic school.

It is my understanding you are a registered sexual offender therefore you are not permitted to enter onto any Carroll County Public School grounds.

However, if you are a parent of a student in Carroll County Public Schools you may be permitted to enter the school grounds where your child is enrolled if given specific written permission from the principal of that particular school, you promptly notify the principal of the school of your presence on school property, as well as, state the purpose of your visit to the school.

Please note: You must contact the principal of the school to seek permission to enter the property. This letter does not grant permission to enter school grounds.

The Annotated Code of Maryland, §11-722 permits a registrant to enter school grounds to vote in an election day if that registrant is properly registered to vote and the school is the registrant’s polling place.

Entering school property without prior written permission or failing to notify the principal of your presence and intent of your visit, as well as entering any other school property, with the exception of election day, will result in police involvement and criminal charges.

Sincerely,

Mr. Karl T. Streaker
Director of Student Services

C School Principal
Supervisor of School Security & Emergency Management
Carroll County Sheriff's Dept.
file
Sample Principal Letter

(school letterhead)

(date)

(Name of offender)
(Street address)
(City, State, Zip)

Dear (insert name of offender):

Pursuant to §11-722 of the Criminal Procedure Article, Annotated Code of Maryland, registered sexual offenders are prohibited from knowingly entering the real property of a public elementary or secondary school. A registrant may enter school grounds, however, the registrant’s child is a student, and certain conditions are satisfied. Those conditions are: (1) The registrant must have the specific written permission of school authorities prior to entering school property; and (2) the registrant must promptly notify an agent or employee of the school of the registrant’s presence on school property and the purpose of the registrant’s visit. Section 11-722 also permits a registrant to enter school grounds to vote on an election day if that registrant is properly registered to vote and the school is the registrant’s polling place.

It is my understanding that you are a registered sexual offender who is a parent attending [name of school] in Carroll County. This letter services as written permission for you to enter onto the school property of [name of school] beginning on [date] and expiring on [date]. Upon entering onto school property you are required to promptly notify me of your presence and the purpose of your visit. You may reach me at [phone number] for further guidance on these requirements.

Sincerely,

[School Principal]
“MEGAN’S LAW” SAFETY PLAN—(Insert name of offender)

• Proximity of the offender to the school:
  - (Insert name of offender) lives at (insert address of offender).

• Impact on students (bus stop location, student walkers, etc.):
  - (Insert name of offender) resides within the school district and (insert bus stop location, student walkers, etc.)

• Role of the Offender:
  - For example: As far as we know, (insert name of offender) has no contact with (insert name of school) or;
  - For example: (Insert name of offender) is the (insert relationship of offender to student) of student(s) at (insert name of school). (Briefly explain if offender is a visitor to the school, picks up student(s) from school, attends meetings at school, etc.).

• Effective date of the Plan

• Safety Plan:
  - Notify (insert name of local police department);
  - (Insert name of local police department) to provide an up-to-date photograph of (insert name of offender) for school records;
  - (Insert name of offender) to provide notice before coming to school so adequate supervision can be provided. An administrator (or designee) will supervise (insert name of offender)’s visitation.

• Date

Failure to follow the requirements of the safety plan will result in prosecution for trespassing.
PARENT CHOICE TRANSFER

I. The No Child Left Behind Act (NCLB) of 2001 requires each state to identify schools that do not make adequate yearly progress (AYP). Students in Title I schools identified for improvement, corrective action, or restructuring shall have the opportunity to transfer to a higher performing school.

II. Implementation

A. The Maryland State Department of Education (MSDE), on an annual basis, will identify those schools in need of school improvement, corrective action, and restructuring.

B. At least 14 days before the school year starts, the Student Services Department will notify the parent of each student attending the school that the school has been identified for school improvement, corrective action, or restructuring and offer the opportunity for the student to transfer to a higher performing school.

C. The Local Education Agency (LEA) shall identify those schools available to students for transfer. Enrollment data, facility needs, etc. shall be used to identify those schools.

D. Parents seeking a transfer shall submit a written request to the Student Services Department prior to the first day of the school year.

E. Transportation shall be provided by Carroll County Public Schools as determined by the Transportation Department. Transportation services shall end when the student’s original school is no longer identified for school improvement, corrective action, or restructuring.

F. The Student Services Department will notify the parents of students in schools previously identified for school improvement, corrective action, or restructuring, when the school is no longer identified as such.

G. The student shall be allowed to remain in his or her new school for as long as the student’s original school is identified as needing school improvement, corrective action, or restructuring. The student may continue in the transfer school until he/she completes the highest grade level in that school. NOTE: Transportation will not be provided by the local school system once the original school is no longer identified as needing school improvement, corrective action, or restructuring.
PERSISTENTLY DANGEROUS SCHOOLS

I. Carroll County Board of Education Administrative Regulations are designed to support the belief that schools must be a safe place for students and staff. COMAR 13A.08.01.18-20 requires that students attending a “persistently dangerous” public school be allowed to attend a safe public school within the local educational agency, including a public charter school.

II. Definition

A persistently dangerous school means a school in which each year for a period of three consecutive years, the total number of students suspended for more than 10 days or expulsions equal two and one-half percent or more of the total number of students enrolled in the school for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. A school must meet the definition for three consecutive years in order to be deemed “persistently dangerous.”

III. Implementation

A. The Maryland State Department of Education (MSDE) will identify, on an annual basis, those schools that are “persistently dangerous” at least 14 calendar days before the school year starts.

B. The Student Services Department shall notify the parent of each student attending the school that the school has been identified as “persistently dangerous” and offer the opportunity for the student to transfer to a safe school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.

C. The Local Education Agency (LEA) shall identify the schools available to students for transfer. Enrollment data, facility needs, etc. shall be used to identify those schools.

D. Parents seeking a transfer shall submit a written request to the Student Services Department prior to the first day of the school year.

E. Transportation may be provided by the local school system when feasible.

F. The Student Services Department will notify the parents of students in a previously identified “persistently dangerous” school when the school is no longer identified as “persistently dangerous.”

G. The student shall be allowed to remain in his or her newschool for as long as the student’s original school is identified as persistently dangerous. The student may be allowed to continue in the transfer school until he/she completes the highest grade level if determined by the school system to be in the student’s best interest.
VICTIM OF A CRIME

I. Carroll County Board of Education administrative regulations are designed to support the belief that schools must be a safe place for students and staff. COMAR 13A.08.01.18-20 requires that a student who becomes a victim of a violent criminal offense, while in or on the grounds of a public school that the student attends, be allowed to attend a safe public school within the local education agency, including a public charter school.

II. Definition

The “Victim of a Crime” is a student who becomes the victim of a violent criminal offense while in or on the grounds of a public school that the student attends. Violent criminal offenses include abduction; arson; kidnapping; manslaughter; mayhem; murder; rape; robbery; carjacking; sexual offenses in the first or second degree; attempts to commit these crimes; use of a handgun in the commission or attempted commission of a felony or other crime of violence; assault with intent to murder, rape, rob, or commit a sexual offense in the first or second degree; and first degree assault.

III. Implementation

A. The parent/legal guardian of a student who is a victim of a violent crime, as defined in Section II above, shall submit a written request for a transfer to the Student Services Department.

B. The Local Education Agency (LEA) shall identify the schools available for transfer to students who are “victims of a crime.” Enrollment data, facility needs, etc. shall be used to identify those schools.

C. The Student Services Department shall determine whether or not the request meets the criteria for a transfer. If approved, the transfer shall occur within 14 calendar days after it has been verified that a student is a victim of a violent criminal offense at the school.

D. Transportation may be provided by the local school system if feasible.

E. The student shall be allowed to remain in his or her new school for as long as the safety concerns, as determined by the school system, exist.
CLASS GROUPS AND ORGANIZATIONS
Bylaw 13A.08.01.09

I. REGULATION

All student organizations desiring to conduct activities in public school buildings or on public school grounds shall be permitted to conduct these activities only if authorized to do so and shall thereafter be subject to the supervision of the administration and faculty of such school.

II. CURRICULUM-RELATED GROUPS

A. This section of these regulations applies only to curriculum-related groups. “Curriculum related group” means a student group whose activities directly relate to the school curriculum.

As interpreted by the Supreme Court, the activities of a student group “directly relate to the school’s curriculum” only if:

1. the subject matter of the group is actually taught, or soon will be taught, in a regularly offered course (i.e. a French Club); or
2. the subject matter of the group concerns the body of courses as a whole (i.e. a Student Government Association); or
3. participation in the group is required for a particular course (i.e. participation in school band required for band class); or
4. participation in the group results in academic credit.

B. The principal shall have the authority and responsibility for approving the organization, the meetings, and all of the activities of all groups which may be organized within the school. The principal shall appoint staff advisors who shall attend all meetings of such groups.

C. Every activity must have a sponsor from the school staff. (All extra duty assignments are voluntary.)

D. Any curriculum related group of students desiring to conduct an activity in the school must submit a written list of aims and objectives, and an organizational chart to the local school administration for approval. Activities, other than organizational, shall be suspended until formal approval has been made.

E. It shall be possible for classes within schools, i.e., the Class of 1999, to organize and to elect officers. Such organizations shall not be made except after approval by the principal, who shall be responsible for approving the time and number of meetings. The principal and/or staff advisor shall attend all meetings of organized classes.

F. All curriculum related student groups or organizations shall hold their meetings in the school buildings at a time approved by the principal and/or advisor.

G. Any organized class or group shall observe the financial regulations as set forth in the following:

1. The treasurer of each organization will keep complete financial records for that organization.
2. All monies collected by the treasurer will be deposited promptly in the general school account.
3. At no time should student stakemoney from the school building or keep funds at home overnight.

H. Non-school persons may not direct, control, or regularly attend activities of student groups.
III. NON-CURRICULUMRELATEDGROUPS
This section of these regulations applies only to non-curriculumrelated student groups.

A. Background, Purpose, and Scope

1. The Federal Equal Access Act provides that, if a public secondary school permits one or more non-curriculum related student groups to meet on school premises during non-instructional time, the public school may not “deny equal access or a fair opportunity to, or discriminate against”, any other non-curriculum related student group on the basis of the “religious, political, philosophical, or other content of the speech” of that other group.

2. These regulations are designed to implement the Federal Equal Access Act, particularly as it applies to student religious groups, in a manner that comports with both that Act and the Establishment Clause of the First Amendment.

3. These regulations governing non-curriculum related groups apply only to secondary schools.

4. These regulations supplement, and do not supersede, the regulations contained in COMAR 13A.08.01.09 (“Student Organizations”).

B. Definitions

1. “Non-curriculum related group” means a student group whose activities do not directly relate to the school curriculum as defined in section II.A. of these regulations.

2. “Non-instructional time” means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends.

3. “Religious group” includes any prayer or Bible study group and any other group that has as a part of its purpose, subject matter, or activities the study, advocacy, dissemination, or promotion of any sectarian or non-sectarian theological views.

4. “Advocacy group” means any non-curriculum related group that has as a part of its purpose, subject matter, or activities the advocacy, dissemination, or promotion of any partisan, political, racial, social, philosophical, or ethical views.

C. Rules Governing All Non-curriculum Related Groups

1. GENERAL RULES

a. The school shall take active steps to make clear that it does not endorse and is not to be identified or associated with the goals, objectives, activities, or opinions of any non-curriculum related group. This can be accomplished, for example, by the following (or substantially similar) statement in the student handbook and on bulletin boards and other communication facilities used to announce group meetings or activities:

   “(Name of School) and the Board of Education of Carroll County do not endorse, and should not be identified or associated with the opinions of any religious, political, or advocacy related student group meeting on or away from school property.”

b. A school may decide to limit meetings or other activities of student groups during non-instructional time to only those groups whose activities directly relate to the school curriculum. In that case, no non-curriculum related group may be permitted to meet on school premises.

c. If, however, a school permits one or more non-curriculum related groups to meet on school premises during non-instructional time or during a designated activity period, the school may not deny a similar meeting opportunity to any other non-curriculum related group on the basis of the religious, political, philosophical, or other content of the speech of that other group.

d. At the middle school level, activity periods held during the course of the school day will only be for the purpose of conducting curriculum related group activities. Non-curriculum related groups shall only meet during non-instructional time.

e. Except as otherwise limited by these regulations, access by non-curriculum related groups to meeting rooms and to the school newspaper, bulletin boards, and similar communication
facilities may be granted or denied only on the basis of uniform, nondiscriminatory criteria applicable equally to all non-curriculum related groups.

f. The school reserves its full authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, to prohibit any meetings or other activities that are unlawful or that materially and substantially interfere with the orderly conduct of educational activities within the school, and to assure that attendance of students at non-curriculum-related group meetings or other activities is voluntary.

g. The principal shall assign a school employee as a monitor.

h. Non-school persons may not direct, conduct, control, or regularly attend meetings or other activities of any religious group or non-curricular related group.

2. Additional Rules Governing Religious Groups

a. No religious group may be allowed to meet on school premises, unless one or more other non-curriculum related groups are already allowed to meet on school premises during non-instructional time or during a designated activity period.

b. A religious group may be permitted to meet on school premises only if:

1. the group is initiated by a student or group of students currently enrolled in the school; and
2. student membership in the group and attendance at its meetings are voluntary; and
3. the group meets and otherwise conducts its activities only during non-instructional time or a designated activity period; and
4. the group does not use the name of the school in its name or designation.

c. Neither the school nor any of its employees or agents may sponsor, promote, lead, or participate in any meeting or other activity of a religious group.

d. The principal shall assign a school employee or agent to attend the meetings of a religious group only as a monitor, and not as an advisor, in a non-participatory capacity. The monitor shall be responsible for assuring that order and discipline are maintained. The principal may not compel any school employee to monitor or attend a meeting that is contrary to the beliefs of the employee.

e. A school may not expend public funds for any religious group beyond the incidental cost of providing space for group meetings.

f. No effort may be made by any school employee or agent to influence the form or content of any prayer or religious activity.

IV. FRATERNITIES AND SORORITIES

A. Any secret, exclusive or self-perpetuating organization which seeks to organize and perpetuate itself by taking in members from among the pupil enrolled in the public schools in which they are pupils, upon the basis of decision of the membership of the organization, rather than from the free choice of any pupils in the school who are qualified to fill the special aims of such an organization, shall be prohibited from conducting its activities in public school buildings or on public school grounds and shall not be considered a school organization.

B. Hazing

1. Definition - Hazing is defined as doing any act, or causing any situation which recklessly or intentionally subjects a student to the risk of bodily injury, formal or informal, for the purpose of initiation into a student organization, of a school, college or university; to harass by exacting unnecessary or demeaning physical work by way of intimidation.

2. Regulation

Hazing is prohibited by students of the Carroll County Public Schools system. Administrators will take appropriate disciplinary action against person who violates this section. Action could range from reprimand through expulsion. Revised 8/96, 8/97.
Administrative Regulation

1. Purpose

To establish guidelines and implement Board Policy JICEC–Freedom of Expression in Student Journalism.

2. Scope

Effective October 1, 2016, Maryland education law authorizes freedom of expression in student journalism with limited exceptions. The law requires that local boards of education develop a corresponding policy. These regulations provide guidelines for the implementation of the exercise of freedom of expression in student journalism, the role of the student journalist and student media advisor, and any legally supported limitations on freedom of expression.

3. Prerequisites

N/A

4. Responsibilities

The Superintendent and designated school staff will oversee freedom of expression in student journalism as with all other matters of school administration.

5. Procedure

I. GENERAL GUIDELINES FOR FREEDOM OF EXPRESSION IN STUDENT JOURNALISM

   a. A student journalist may exercise freedom of speech and freedom of the press in school-sponsored media, which may not be limited by the fact that the school-sponsored media is:
      i. Supported financially by CCPS; or
      ii. Produced in conjunction with a class in which the student journalist is enrolled.

   b. Under the supervision of a student media advisor, a student journalist is responsible for determining the news, opinion, feature, and advertising content of school-sponsored media, which may not be construed to:
      i. Prevent the student media advisor from teaching professional standards of English and journalism to student journalists;
ii. Authorize or protect content of school-sponsored media by a student journalist that:
   1. Is libelous or slanderous;
   2. Constitutes an unwarranted invasion of privacy;
   3. Violates federal or state law; or
   4. Incites students to create a clear and present danger of the commission of an unlawful act, the violation of Board of Education policies, or the material and substantial disruption of orderly operation of the school.

c. A student media advisor may not influence a student journalist to promote an official position of the Board of Education (the Board) or an individual school.

II. ROLE OF THE BOARD OF EDUCATION

a. The Board may not exercise prior restraint except:
   i. As provided in I. b. ii. of these regulations; or
   ii. To limit language in school-sponsored media that is profane, vulgar, lewd, obscene, or has the intent to harass, threaten, or intimidate.

b. The Board shall have the burden of proving justification without delay before taking action to exercise restraint on freedom of expression in student journalism.

c. The Board may not discipline a student journalist for exercising freedom of expression in accordance with Board Policy JICEC and these regulations.

d. The Board may not dismiss, suspend, discipline, reassign, transfer, or otherwise retaliate against a student media advisor for:
   i. Acting to protect a student journalist for exercising freedom of expression in accordance with Board Policy JICEC and these regulations; or
   ii. Refusing to infringe on conduct that is protected within Board Policy JICEC and these regulations, the First Amendment to the United States Constitution or Article 40 of the Maryland Declaration of Rights.
6. **References**

Section 7-121, Education Article, *Annotated Code of Maryland*; Board Policy JICEC.

7. **Definitions**

School-sponsored Media—Any material, except for that which is intended for distribution or transmission solely in the classroom in which the material is produced, that is:

- Prepared, written, published, or broadcast by a student journalist;
- Distributed orgenerallymadeavailabletothestudentbody; and
- Prepared under the direction of a student media advisor.

Student Journalist—A Carroll County Public Schools (CCPS) student who gathers, compiles, writes, edits, photographs, records, or prepares information for dissemination in school-sponsored media.

Student Media Advisor—An individual employed, appointed, or designated by CCPS to supervise or provide instruction relating to school-sponsored media.
CCPS respects the rights of students to express their gender identity or expression as they wish. These guidelines are designed to provide an overarching framework and assurances that all students, gender conforming, gender non-conforming, and transgender, will be safe, welcomed, and affirmed. The appropriate school director and the CCPS Equity Officer shall serve as a resource when implementing these guidelines.

I. Dress Code
   A. All students are required to dress in clothing that adheres to Board Policy and Regulations JICA. JICA shall remain gender neutral.
   B. School dress codes for specific activities (e.g., graduation ceremonies, dances, performance attire, yearbook photos) shall be gender neutral; that is, there shall be no separate categories of clothing requirements for either males or females.
   C. For high school graduation ceremonies, schools shall not issue graduation gowns based on gender. Schools shall choose a single gown for use by all students during the graduation ceremony.

II. Identification of Gender Non-Conforming and Transgender Students
   A. When school administration is notified of a student’s change in their gender identity, the administrator shall arrange for a conference. The conference shall include the administrator, the school counselor, the student, and the student’s parents/guardians, with extreme sensitivity to whether or not the family is aware of the student’s status. The purpose of the conference is to:
      1. Support the student;
      2. Discuss school policies related to the protection of student privacy, student records, the use of school facilities, student activities and athletics, and bullying and harassment;
      3. Make decisions regarding the student’s preferred name, pronouns, and desired school facilities utilization;
      4. Discuss strategies to navigate peer acceptance and forge positive relationships; and
      5. Answer any additional questions.
   B. There is no legal documentation, medical diagnosis, or treatment requirement that students must meet as a prerequisite to amending the student’s gender and being treated consistent with their gender identity.
   C. The school counselor shall offer the opportunity for a regular check-in with the student to monitor the student’s well-being.
III. Student Records  

A. The Maryland State Records Manual requires a student to be registered by his or her full legal name as it appears on the evidence of birth document in the following order: last name, first name, middle name, generational suffix. The legal name shall be used on all official student records and reports, including electronic records (e.g., report cards, transcripts, disciplinary records).

B. In order for the preferred name to be used on the official student record, the parent, legal guardian, or eligible student must present legal documentation of the name change.

C. Gender (Male, Female, or Non-Binary) may not align to the student’s gender assigned at birth. Self-identification of a student’s gender is sufficient; no additional documentation is required. A student’s gender status shall be determined:
   1. At the time of enrollment as indicated on the enrollment form or;
   2. Amended following a meeting involving the student and the parent/guardian as outlined in IIA of these guidelines.

D. Schools shall take reasonable steps to protect students’ privacy related to their gender identity, including their birth name or sex assigned at birth. Given the sensitive nature of student records, in general, the Principal shall limit employee access to the student’s cumulative records on a need-to-know basis.

E. School officials shall not designate students’ sex, including gender identity, as directory information.

F. In case of a records appeal alleging discrimination, the Director of Student Services shall serve as the Superintendent’s Designee.

IV. Student Preferred Names and Pronouns

A. When addressing or referring to a student, school staff shall make effort to use the student’s preferred name and preferred pronoun. The school administration shall be notified in order to facilitate the conference provided for in IIA of these guidelines.

B. A student’s preferred name will be noted in the student’s electronic record and will be used to populate the student’s name in the learning management system.

C. The preferred name and pronoun shall also be used, as requested, in school publications that do not require the use of the student’s legal name or pronoun (e.g., student identification card, student election ballots, performance programs, yearbook, newspaper, etc.).

D. Official school forms that request a student’s name, which are to be completed by parents, guardians, or eligible students, shall also include a space for the student’s preferred name.
V. Facilities
   A. Students are permitted to use a restroom, locker room, or dressing room that corresponds to their gender identity.
   B. Any student, regardless of gender or gender identity or expression, who is uncomfortable for any reason using a certain restroom, locker room, or dressing room, will be provided a safe and non-stigmatizing alternative.
   C. A unisex bathroom shall be designated in all schools. This single-stall bathroom shall be made available to all students, when requested.
   D. A private changing area shall be designated and made available to all students, when requested.

VI. Athletics and Other School-Sponsored Programs
   A. Students shall be permitted to try out for interscholastic athletic teams consistent with their gender identity in accordance with MPSAA Guidance.
   B. Student participation in school-sponsored classes, clubs, activities, and other extracurricular activities (not governed by the MPSSAA), where students are separated by gender, shall correspond with a student’s gender identity.
   C. Students on overnight field trips shall be allowed the opportunity to room with others according to their gender identity. Any student wishing privacy for rooming, changing, restroom, or showering shall be accommodated.
   D. Outdoor School showers shall remain curtained and separate. To help all students feel more comfortable, the single restrooms located near the nurse shall be available to all students.
   E. All instructional and recreational activities at the Outdoor School shall be gender neutral.
Each school year, an official student representative shall be appointed to the Board. The representative shall be selected by the Carroll County Student Government Association and will be provided an opportunity to vote on issues before the Board, except personnel matters. The vote should indicate the position of the students and will be recorded but will not count in the determination for action. Executive sessions involving confidential information will be closed to the student representative.

Approved: October 10, 1973
Revised: 4/79, 8/98
Throughout the school year, the Carroll County Public School System frequently covers school activities and may use a student’s photograph, video image, or voice for educational, informational, or public relations purposes, with or without identification by name. The Board of Education of Carroll County believes that parents have the right, should they choose, to deny the use of their child’s photograph, video image, or voice for such purposes.

**Carroll County Public Schools Public Relations:** If a parent does not wish to have their child’s voice reproduced on tape or to have his/her image appear in such things as a video, a photograph, or the school website, the parent should notify the school principal in writing. It is assumed that parents and guardians consent to their children being audiotaped, photographed, videotaped, or having their image placed on a school website unless such notification is received.

At the beginning of each school year, the Office of Community and Media Relations will publish a statement in the Informational Calendar and the student/parent handbook explaining to parents the process for notification. The same statement will be sent to all principals for inclusion in their first parent newsletter of the school year.

**Coverage by News Media:** There are also occasions when the media cover certain school events (such as when a government leader visits a school). If a parent does not wish to have their child’s name or likeness published by the media, the parent should address their concerns, in writing, directly to the school involved so that the media may be so advised. Carroll County Public Schools has no control over the media when they are covering various newsworthy situations or events such as sporting events that are open to the public. This policy does not apply to coverage by student media of sports or other school events that are open to the general public (newspaper, yearbook, etc.) For any unusual requests by the media or questions regarding coverage by the media, the Office of Community and Media Relations should be contacted.

**Surveillance Cameras:** This policy does not apply to the use of surveillance cameras for school security purposes.

All questions regarding this administrative regulation should be directed to the Office of Community and Media Relations.

Revised 7/3/03
Revised 8/20/03
Revised 7/11/07
PERMISSION TO PHOTOGRAPH, VIDEOTAPE OR AUDIOTAPE

Throughout the school year, the Carroll County Public School System frequently covers school activities and may use your child’s photograph, video image, or voice for educational, informational, or public relations purposes, with or without identification by name.

If you do not wish to have your child’s voice reproduced on tape or to have his/her image appear in such things as a video, a photograph, or the school website, please notify the school principal in writing. It is assumed that parents and guardians consent to their children being audio taped, photographed, videotaped, or having their image placed on a school website unless such notification is received.

There are also occasions at which the media cover certain school events (such as when a government leader visits a school). If you do not wish to have your child’s name or likeness published by the media, you should address your concerns directly to the school involved so that the media is so advised. Please be advised that the school system has no control over the media when they are covering activities such as sporting events and musical programs that are open to the public.

Revised 7/3/03
Revised 7/1/04
Revised 7/11/07
DISTRIBUTION OF PUBLICATIONS

I. Background

Students, through the various mass media, are exposed to diverse opinions on an infinite number of topics. Students should be allowed to express their facts and opinions in print through visual representation, or through conversation. Nonetheless, student writers and editors, as well as students who distribute materials written or published outside of the schools, must observe the legal responsibilities imposed upon the general population and upon the conventional media. Moreover, the distribution of certain publications, although accepted in adult settings, may be inappropriate for the school environment or inconsistent with the Carroll County Public School System’s basic educational mission. In light of these concerns, the following sections delineate the standards for school-sponsored publications and for the distribution of all other publications within the Carroll County Public School System.

II. Definitions

The following definitions shall apply throughout this Regulation:

A. School day means any day during the regular or summer session on which regularly scheduled classroom instruction takes place and excludes Saturdays, Sundays, and official school holidays.

B. Publication means any book, magazine, pamphlet, newspaper, yearbook, or any other written or printed matter or visual representation, however produced. This will include any pictures, photographs, drawings, or videographs.

C. School-Sponsored Publication means any publication, as defined herein which is composed, compiled, published or distributed under the official supervision of a faculty sponsor.

D. Student Publications means any publication as defined herein which is composed, compiled, published, or distributed by students.

E. Advertisement means an oral, written, or graphic notice designated to attract public attention or patronage.

F. Distribution means circulation or dissemination of one or more copies of the publication to students within the Carroll County Public School System, during the times at the places where normal school activity takes place, by means of (1) handing out free copies of the publication, (2) selling or offering copies of sale, (3) accepting donations in exchange for copies of the publication, or (4) by displaying the materials within the Carroll County Public School System in areas which are generally frequented by students.

G. Normal school activity means organized educational activity of students under the direct supervision of a member of the school staff which includes classroom work, library activities, physical education classes, official assemblies and other similar gatherings, field trips, school athletic contests, band concerts, school plays, and scheduled on-school lunch periods. It also includes activities associated with the above, such as walking between classes, boarding and departing buses, and traveling throughout the school.

H. The Carroll County Public School System includes all public school buildings, school athletic fields, and school parking lots in Carroll County as well as all school buses and vehicles owned, or operated under contract with, the Board of Education of Carroll County.
I. A minor is any person under the age of eighteen (18) years.

J. Obscene publications with respect to minors, shall mean:

1. Publications that an average, adult person, applying contemporary community standards, would find, taken as a whole, to appeal to the prurient interest of minors and lacks serious literary, artistic, political, or scientific value for minor students.

2. Publications that depict or describe, in a manner no suited for the education of minors, sexual conduct as defined by applicable Maryland law. Article 27, Section 416A(d) of the Annotated Code of Maryland defines “sexual conduct” as “human masturbation, sexual intercourse or any touching of or any touching of or contact with the genitals, pubic areas or buttocks of the human male or female, or the breasts of the female, whether alone or between members of the same or opposite sex, or between humans and animals.”

K. Libel is the false and unprivileged publication by writing, printing, picture, effigy, or other fixed representation to the eye which exposes a person to public hatred, contempt, ridicule, or obloquy, or which causes him/her to be shunned or avoided, or which has a tendency to injure him/her in his/her occupation.

1. When the publication concerns public officials (i.e., those who hold government office) or public figures (i.e., those who, by reason of the notoriety of their achievements or the vigor and success with which they seek the public’s attention, are property classes as public figures) in order to be libelous, the defamatory falsehood must be made with actual malice that is, with knowledge that it was false or with reckless disregard of whether it was false or not.

2. When the publication concerns private individuals, in order to be libelous, the defamatory falsehood must be made negligently; that is, the publisher must fail to exercise the degree of care that a reasonably prudent person would exercise in order to avoid making a defamatory falsehood.

L. Prurient is having, inclined to have, or characterized by lascivious or lustful thoughts or desire.

M. Obloquy is censure, blame, or abusive language aimed at a person or thing, especially by numerous persons or the general public.

III. Advertising Guidelines

A. School-Sponsored Publications
Persons wishing to place advertisements in school-sponsored publications shall first submit proposed advertisements to the student editor, faculty advisor, or teacher assigned to the particular class or publication staff for review. Advertisements submitted to school-sponsored publications shall be subject to the guidelines for school-sponsored publications set forth in Section V.

B. Other Publications
Persons wishing to advertise in ways not utilizing school-sponsored publications shall first submit the proposed advertisement for review by the principal, or the principal’s designee. All such advertisements shall be subject to the guidelines set forth in Section VI for publications that are not school-sponsored. Approved advertisements may be distributed or announced on school property at times and in areas designated by the principal of the subject school.

C. All Advertisement
Advertising content deemed unacceptable for distribution within the Carroll County Public School System includes, but is not limited to, the following: Obscenities, alcoholic beverages, drugs, drug paraphernalia, contraceptives, abortion services, sexual deviation, tobacco products, fortune telling, palm reading, mind reading, defamatory falsehoods, attacks on person(s) or group(s), or statements of discrimination towards race, culture, religion, or sex. (See also Protection of Pupil Rights).
IV. **Distribution of Publications**

Publications which are not obscene, libelous, or disruptive may be distributed on school property during school hours in areas designated by the principal of the subject schools. Distribution which substantially interferes with the normal flow of traffic within the school corridors and entranceways, which is coercive of any other person’s right to accept or reject any publication, or which causes substantial and material interference with “normalschoolactivities”shallnotbepermitted.

In order for a publication to be considered disruptive, there must exist specific, articulable facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity or school discipline would occur if the material were distributed. Mere undifferentiated fear or apprehension of disturbance is not enough; school personnel must be able to affirmatively show substantial facts which reasonably support a forecast of likely disruption. Such disruption would include, for example, student noting: unlawful seizures of property; destruction of property; threats or acts of violence; widespread shouting or boisterous conduct; or substantial student participation in a school boycott, sit-in, stand-in, walkout or other related form of activity. On the other hand, material that merely stimulates heated discussion or debate does not constitute the type ofdisruptionprohibited.

In determining whether a student publication is disruptive, school personnel should consider the context of the distribution as well as the context of the material. In this regard, consideration should be given to past experience with similar material, past experience in dealing with and supervising the students in the subject school, current events influencing student attitudes and behavior, and whether or not there have been any instances, actual or threatened physical disruption prior to or contemporaneously with the submissionof the publicationinquestion.

V. **School-Sponsored Publications**

School-sponsored publications are subject to review by the faculty advisor or teacher assigned to the particular class or publication staff that is producing the publication or in which a student is preparing or editing material for publication. The teacher or faculty advisor may prevent the publication of material that is (1) ungrammatical, (2) poorly written, (3) inadequately researched (4) biased or prejudiced, (5) vulgar or profane,(6) unsuitableforthe intendedaudience,or(7) that is obscene, libelous, or disruptive.

Any student who disagrees with a teacher or faculty advisor’s decision to deny publication of material in a school-sponsored publication may appeal to the principal by submitting a copy of the material denied for publication accompanied by a letter stating the reasons why he/she believes the material should be published.

The principal, or the principal’s designee, shall render a decision to uphold or reverse the teacher or faculty advisor’s decision within three (3) school days after receipt of the appeal. The decision upholding or reversing the teacher or faculty advisor’s decision shall state the reasons for the decision in writing, and a copy of the decisionshallbe providedto boththestudentandtheteacheror facultyadvisor.

If a student is dissatisfied with the decision of the principal or the principal’s designee, an appeal may be taken in the mannerstesetforthinthSectionVI.

VI. **Publications That Are Not School-Sponsored**

Any student who desires to distribute a publication which is not officially recognized as a school publication shall submit such publication to the principal of the subject school for review and approval prior to such distribution.

At the time of such submission, the student has the right and is encouraged to meet personally with the principal, or the principal’s designee, for the free exchange of views on why the distribution of the publication is or is not appropriate. The student, or his/her representative, may support the case for distributionwithrelevantwitnessesandmaterials.
In exercising the right of prior review, school personnel shall be guided by the definitions contained herein and by the fact that students are protected in their exercise of freedom of expression by the First Amendment of the Constitution of the United States. It is the responsibility of the school and its staff to ensure that the right of students to express themselves freely shall not be infringed while at the same time establishing the kind of environment which is necessary for an orderly program of classroom learning. Distribution shall not be prohibited merely because the publication contains the expression of unpopular, critical, controversial, tasteless, or offensive ideas.

The principal, or the principal’s designee, shall render his/her decision to approve or disapprove the distribution of the publication and notify the student within three (3) school days of such submission. If approval to distribute is not granted, the principal or the principal’s designee shall state the reasons to the student in writing. If a student is dissatisfied with the decision of the principal or the principal’s designee, an appeal may be taken in the manner set forth in Section VI.

VII. Appeals

A. If a student is dissatisfied with the decision of a principal, or a principal’s designee, with respect to the distribution of the publication, the student may appeal this decision to the Superintendent of Carroll County Public Schools. An appeal is taken by notifying the principal, or the principal’s designee, in writing, within two (2) school days of the decision of the student’s desire to appeal.

B. The principal, or the principal’s designee, shall immediately transmit a copy of the appeal, the material denied for publication, and any additional information to the Superintendent of Carroll County Public Schools. A copy of the transmittal letter shall be provided to the student taking the appeal.

C. The Superintendent, or his designee, shall render a decision within three (3) school days after the notice of appeal is filed. The decision shall be in writing.

D. If the student is dissatisfied with the decision of the Superintendent, or the Superintendent’s designee, the student may appeal this decision to the Board of Education of Carroll County. An appeal is taken by notifying the Superintendent, or the Superintendent’s designee, in writing, within two (2) school days of the decision of the student’s desire to appeal.

E. The Superintendent, or the Superintendent’s designee, shall immediately transmit the appeal, the material denied for publication, and any additional information to the Board of Education of Carroll County. A copy of the transmittal letters shall be provided to the student taking the appeal.

F. The Board of Education shall review the appeal at its next regular meeting after the appeal is filed and shall render its decision, either in writing or by stenographic or electronically recorded record, within three school days of the meeting. The decision of the Board of Education shall be final.

G. At every level of the appeals process as outlined above, the student or his/her representative shall have the right to appear and present his/her case supported by relevant witnesses and materials as to why distribution of the publication is appropriate. It shall be the responsibility of the student to promptly notify the office to which the appeal is taken of his/her intention to appear and present his/her case and to also advise whether or not he or she will be accompanied by a representative.

Distribution of the publication during the period of initial review by the principal, or the principal’s designee, after a negative decision, or during the period of appeal, shall be sufficient grounds for suspension of the student by the principal in accordance with the procedures set forth in the Regulations entitled “Suspension and Expulsion.”

H. Failure of School Officials to Act Promptly

Upon failure of any of the foregoing school authorities in the review and appeals process to act within the time periods specified, the student who submitted the publication for approval may distribute same until such time, if any, that a written decision is rendered notifying the student of the reasons why distribution of the publications shall not continue.

Revised 8/93
OPEN COMMUNICATIONS

I. PURPOSE
To ensure that all communications received throughout the school system is managed in a manner that promotes openness, resolves concerns in an efficient and effective manner and encourages two-way communication.

II. DEFINITIONS
Anonymous communication - Any form of communication that does not reference ownership.

III. POLICY STATEMENT
The Board of Education encourages open, two-way communications within the school community. The Board believes that open communication is essential to ensure high system morale, effectiveness and efficiency. All stakeholders, both internal and external, should feel free to bring legitimate concerns forward without fear of retribution or retaliation.

Any communication, which identifies concerns or issues within the school system, shall be promptly considered with appropriate follow-up and feedback to the stakeholder.

Feedback cannot be provided to those who communicate anonymously. However, content of those communications shall be considered with an appropriate response.

Any anonymous communications received regarding the alleged mistreatment or abuse of a student or illegal activity by staff shall be forwarded to the Superintendent of schools for review and appropriate response. Any other anonymous communication received will be directed to the appropriate staff member.

IV. EXCEPTIONS
There shall be no exceptions to this policy.

V. GUIDELINES

VI. REPORTS
None.

VII. EXPIRATION/REVIEW
This policy will be reviewed every three (3) years.

VIII. DELEGATION OF AUTHORITY
The Superintendent of Schools/designee has responsibility for enforcing this policy by communicating it to all relevant parties.

IX. EFFECTIVE DATE
APPROVED: September 15, 1971
REVISED: May 9, 1979
REVISED: June 11, 1997
REVISED: May 9, 2001
DISTRIBUTION OF MATERIALS
BY THE SCHOOLS AND SCHOOL ANNOUNCEMENTS
ADMINISTRATIVE PROCEDURES

Schools are frequently asked to distribute materials to students and parents or communicate information in school newsletters or on the public address system on behalf of outside groups and individuals. You should follow the procedures below when requested to distribute materials or communicate information by non-school groups and individuals.

• All non-school materials offered for distribution must be approved by the school principal prior to any distribution.

• Direct distribution of materials to students may be permitted by approval of the principal if the non-school materials are a publication of an entity that has a joint program with the Carroll County Public Schools (for example, the Carroll County Department of Parks and Recreation, Community Recreation Council, PTA or PTO) or is a direct extension of the educational program (for example, notification of sign-up for the SAT test or school photographs). No other direct distribution of non-school materials shall be allowed.

• Materials not approved for direct distribution to students may be placed by the principal in an area designated by the principal (such as a table) for voluntary pick-up by students and parents, so long as the materials meet the requirements of Paragraph 7 below. If non-religious groups are permitted to place materials in the designated area, then religious groups shall be granted the same privileges.

• Announcements of community events or inclusion of such announcements in school newsletters may only be made by school personnel or students if first approved by the principal and only if they are connected with a joint program of the Carroll County Public Schools or are a direct extension of the educational program. (See Paragraph 2 above)

• If community organizations not connected with a joint program of CCPS or not a direct extension of the education program are permitted to set up tables during school events, such as “Back to School Nights,” schools must provide the same opportunity to secular organizations.

• Exceptions to the above guidelines may be made by the principal in the event of a health or safety emergency.

• No materials may be distributed or placed in the school for voluntary pick-up or communicated over the Public Address system if the materials or communications are unacceptable for distribution or announcement.

Materials or communications deemed unacceptable for distribution or announcement within the Carroll County Public Schools include, but are not limited to, the following: campaign literature, obscenities, advertisements for alcoholic beverages, drugs, drug paraphernalia, contraceptives, abortion services, sexual deviation, tobacco products, fortune telling, palm reading, mind reading, defamatory falsehoods, attacks on person(s) or group(s), or statements of discrimination towards race, culture, religion or sex. The following definitions shall apply in interpreting this guideline:

a. Obscene Materials: These are materials that an average, adult person, applying contemporary community standards would find, taken as a whole, appeal to the prurient interest of minors and lack serious literary, artistic, political, or scientific value for minor students. These also include materials that depict or describe, in a manner not suited for the education of minors, sexual conduct as defined by applicable Maryland law. (See Article 27, Section 416(d) of the Annotated Code of Maryland)

b. Defamation: Defamation includes both libel and slander. Libel is the false and unprivileged publication by writing, printing, picture, effigy, or other fixed representation to the eye which exposes a person to public hatred, contempt, ridicule, or obloquy, or which causes him/her to be shunned or
avoided, or which has a tendency to injure him/her in his/her occupation. Slander is the false and unprivileged publication by the spoken word instead of the printed word.

- For further information, see Distribution of Publications. These guidelines deal specifically with students’ distribution of publications.

Effective 2/2/04
Rev 9/04
Acceptable Advertisements
Materials and equipment provided by businesses and profit-making organizations that contain commercial advertising may be used if their use is a part of a partnership agreement. Identifying symbols on such materials or equipment, which may be visible in schools, may be used provided approval has been granted by the Superintendent of Schools or his/her designee.

Schools may accept commercial products and services which, in the view of the principal, contribute in a meaningful way to the educational program of the school. When considering the acceptance of commercial products and services, schools should make an effort to provide equal opportunity among competitors.

Unacceptable Advertisements
Advertising content deemed unacceptable for distribution within Carroll County Public Schools includes, but is not limited to, the following: obscenities, alcoholic beverages, drugs, drug paraphernalia, contraceptives, abortion services, sexual deviation, tobacco products, fortune telling, palm reading, mind reading, defamatory falsehoods, attacks on person(s) or group(s), or statements of discrimination toward race, culture, religion, or sex. In addition, advertising is not permitted on school signs, scoreboards, etc. without the pre-approval of the Superintendent of Schools.

Advertising in School-Sponsored Publications
Persons wishing to place advertisements in school-sponsored publications shall first submit proposed advertisements to the student editor, faculty advisor, or teacher assigned to the particular class or publication staff for review. Advertisements submitted to school-sponsored publications must be appropriate and acceptable for the school population in general.

Advertising in Other Publications
Persons wishing to advertise in non-school sponsored publications, but in publications distributed to students, shall first submit the proposed advertisement for review by the principal or the principal's designee. All such advertisements must be appropriate and acceptable for the school population in general. Approved advertisements may be distributed or announced on school property at times and in areas designated by the principal of the school.
I. **Purpose** - This section is enacted so that the love of freedom and democracy, shown in the devotion of all true and patriotic Americans to their flag and country, shall be instilled in the hearts and minds of the youth of America.

II. **School Flags** - Each county board shall:
   
   A. Require the display of an American flag on the site of each public school building in its county while the school is in session;
   
   B. Buy all necessary flags, staffs, and appliances for the flags; and
   
   C. Adopt rules and regulations for the proper custody, care, and display of the flag.

III. **Classroom Flags; Flag Salute and Pledge of Allegiance** - Each county board shall:
   
   A. Provide each public school classroom with an American flag
   
   B. Prepare a program for each public school classroom for the beginning of each school day that provides for the salute to the flag and other patriotic exercises that are approved by the United States government; and
   
   C. Require all students and teachers in charge to stand and face the flag and while standing give an approved salute and recite in unison the pledge of allegiance as follows: “I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”

IV. **Exception from Flag Salute or Pledge Requirement** - Any student or teacher who wishes to be excused from the requirements of III.C. shall be excused. If a teacher opts out of reciting the Pledge of Allegiance, the Pledge of Allegiance shall still be required to be recited in the classroom.

V. **Other Patriotic Exercises** - Each county board may provide for any other patriotic exercises it considers appropriate under the regulations and instruction that best meet the requirements of the different grades in the schools.

VI. **Disrespect in Violation of Section** - Any individual who commits an act of disrespect, either by word or by action, is in violation of the intent of this section.

*Note: In section IV., language has been added to permit any student or teacher “who wishes” to be excused from the flag salute and pledge of allegiance requirements. This was done as the mandatory flag salute and pledge of allegiance requirements of this section have been held unconstitutional and void by the Maryland Court Appeals in State v. Lundquist, 262 Md. 534, 278 A. 2d 263 (1971). By legal interpretation, the exception has been expanded to include the national anthem. While Section 7-105 (f) states that students may not commit acts of disrespect, they are not required to sing the National anthem or stand while it is being sung.*

8/14/06
FLAG ETIQUETTE

The display of the flag of the United States of America should follow the "Federal Flag Code" known as Public Law 94-344 passed by the 77th Congress.

The display of the Maryland State flag and that of any county or municipality flown or displayed in conjunction with the National flag should follow the procedures given in the "Federal Flag Code".

The county flag may be displayed daily by any or all county agencies either alone or in conjunction with the National and Maryland flags. When flown from a single staff, the county flag should be secured below the National or State flag. When flown from a second or third staff, the county flag should be displayed to the left of the National and/or State flag(s) viewed from the building or to the right of the observer facing the display.

When carried in a parade with the National and/or State flag(s), the county flag should be to the marching left of the other flags.

The National, State and county flags should be flown at half-staff upon occasions of National mourning.

The State and county flags shall be flown at half-staff upon occasions of State mourning when so decreed by the appropriate State official.

The county flag shall be flown at half-staff upon occasions of mourning for local citizens as decreed by the Board of Commissioners of Carroll County.

When displayed otherwise than from a staff, the northern boundary of the county flag should be at the upper elevation or to the right of the observer.

Revised 8/93
RELIGIOUS EXPRESSION IN SCHOOLS

A. Prayer During Non-Instructional Time: Students may pray when not engaged in instruction, as long as they do not cause a “material disruption.” Students may pray, alone or together, during non-instructional time, to the same extent that they may engage in non-religious activities.

B. Organized Prayer Groups and Activities: Students may organize prayer groups, religious clubs, and gatherings, to the same extent they are allowed to organize other non-curricular groups. Carroll County Public Schools must give religious groups the same access to school facilities as they give other non-curricular groups.

C. Advertisements or Announcements by Religious and Non-Religious Groups: If CCPS allows non-religious groups to advertise or announce meetings using the school newspaper, the public address system, or leaflets, it must grant religious groups the same privileges. CCPS may disclaim sponsorship of non-curricular groups and events, if it does so in a manner that neither favors nor disfavors religious groups.

D. Teachers, Administrators, and other School Employees: School employees “in their official capacity” may not encourage or discourage prayer or actively participate in it with students. Teachers may participate in religious activities where the “overall context makes clear” they are not participating in “their official capacity.”

E. Moment of Silence: In accordance with Section 7-104 of the Education Article, Annotated Code of Maryland, all students may be required to “participate in opening exercises on each morning of a school day and to meditate silently for approximately one minute.” It is the policy of the Board of Education of Carroll County that schools be required to have a moment of silent meditation for approximately one minute each school day. During this moment of silence, the CCPS shall neither advance nor inhibit silent religious activity.

F. Accommodation of Prayer During Instructional Time: CCPS may dismiss students for off-site religious instruction, as long as it does not encourage or discourage participation. Students may be excused from class for religious exercise, as long as this does not “materially burden” other students. If CCPS excuses students from class for non-religious reasons, it may not treat religious requests less favorably.

G. Religious Expression and Prayer in Class Assignments: Students may express religious beliefs in oral and written class assignments. Such assignment should be judged by ordinary academic standards and legitimate pedagogical concerns.

H. Student Attire: Provided that the student attire is otherwise in keeping with the published dress code, there is no reason why a student cannot wear clothing that depicts a religious message.

I. Religious Displays: Displays depicting such things as Christmas trees, Dreidels, Santa Claus, Rudolph the Red Nosed Reindeer, or the Easter Bunny are secular in nature, have nothing whatsoever to do with the establishment of religion, and are not prohibited under the First Amendment. The decision on whether or not to have such displays is a matter of educational policy that rests with school officials.

J. Scheduling of Activities: In an effort to be fair and sensitive to students of different faiths, educators should try to avoid scheduling field trips, exams, or other major class activities on religious holidays. Teachers should not, however, suspend instruction on such days. Teachers should avoid trying to ascertain how many students would be affected. Questions such as “How many of you are Jewish?” should be avoided.

K. Religious Beliefs: Provided that students do not engage in behavior that is disruptive to the educational process or rises to the level of harassment, they can share their personally held religious beliefs with their peers.

L. Student Assemblies and Extracurricular Events: Student speakers at assemblies and extracurricular events may not be selected on the basis that favors or disfavors religious speech. If student speakers...
selected with “genuinely neutral, evenhanded criteria” and “retain primary control” over their expression, their speech is not attributable to the school and cannot be restricted because of a religious or anti-religious message.

Students may not perform a piece with a religious message at a talent show where the choice of material is left to the student. As for school-sponsored programs (i.e. where the material is chosen or approved by educators) pieces with religious messages or themes may be performed for educational, rather than devotional, purposes. Teachers may (and, in many cases, should) teach about religion for historic, cultural, artistic, and other academic reasons without endorsing the devotional aspect of the religion.

However, if district employees “determine or substantially control the content” of the speech, the speech is attributable to the school and may not contain a religious or anti-religious message.

To avoid being perceived as endorsing student speech, CCPS may make an “appropriate, neutral disclaimer” clarifying that it does not endorse the speech. But it then must also issue such disclaimers for non-religious speech.

M. Prayer at Graduation: CCPS may not mandate or organize prayer at graduation or select speakers in a way that favors religious speech. However, if speakers are selected on the basis of “genuinely neutral, evenhanded criteria” and “retain primary control” over their expressions, the speech is not attributable to the school and may not be restricted because of religious or anti-religious content.

To avoid being perceived as endorsing speech, CCPS may make an “appropriate, neutral disclaimer” clarifying that it does not endorse the speech. But then it must also issue such disclaimers for non-religious speech.

N. Baccalaureate Ceremonies: CCPS may not mandate or organize religious baccalaureate ceremonies. If CCPS makes its facilities and related services available to other private groups, it must make them available on the same terms for religious baccalaureate ceremonies. CCPS may disclaim official endorsement of these events in a manner that does not favor or disfavor religious groups.

Staff may contact the appropriate level Director or the Director of Student Services for further clarification.

8/04, 3/06, 9/11
CARROLL COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE REGULATIONS

BOARD POLICYIMDD: MOMENT OF SILENCE

It is the policy of the Board of Education of Carroll County that all schools are required to have a moment of silent meditation for approximately one minute each school day. During this moment of silence, the Carroll County Public Schoolsshallneitheradvancenorinhibitsilentreligiousactivity.

Effective school year 2002-2003, following the pledge of allegiance to the flag, and before the completion of the opening exercise, all students will observe approximately one minute of silence before continuing with the day’s activities. In exercising his or her individual choice, each person may meditate, pray, or engage in any other silent activitywhichdoes notinterferewith,distract,or impedeothersin thelike exerciseof theirindividualchoice.

Schools are responsible for informing all students and parents/legal guardians of this policy at the beginning of the 2002-2003schoolyear.

During this moment of silence, students can engage in any silent, thoughtful reflection.

The following is a list of inappropriate activities:

1. Talking or anyaudiblesounds

2. Gesturing, using sign language, or writing notes for the purpose of person-to-person communication

Administrators shall enact appropriate administrative procedures in the event that individuals do not follow the establishedpolicy.

8/03
SUNDAY ACTIVITIES

In response to parental and staff concern, the administrative practice of scheduling school activities on days other than Sunday was established in an attempt to reserve at least one day each week during the school year for the family - a day when school activities do not conflict with family activities.

There may be a rare occasion to schedule such an activity where the overwhelming best interest of the school, the group, and/or individual student merits an exception to this practice. On these few occasions, if both the principal and appropriate supervisor recommend an exception to this practice, the approval of the appropriate Director will be granted.

rev 8/92, 8/00

COLLECTIONS FOR CHARITABLE AND RESEARCH PROJECTS

Board of Education Policy JL

Charitable organizations may collect funds or goods in the schools for charitable and research projects upon approval of the Superintendent of Schools or his designee.

The amount contributed by individual students or staff shall not be revealed. Competition between schools shall not be allowed. This activity shall not interfere with regular school functions.

All requests for “charities-thons” must be submitted in writing and receive approval of the Assistant Superintendent of Instruction and the appropriate Director. Once approved, these “charities-thons” are handled as follows:

1. Participation in the aforementioned activities in any school is at the discretion of the local school principal.
2. The school principal will distribute information, make announcements, or post information on bulletin boards, as he or she deems appropriate. Sponsor sheets may be made available in a designated area for interested students to pickup.
3. School personnel should not be required to become involved in providing additional support in the collection of money.
4. The amount contributed by individual students shall not be revealed.
5. Competition between students, classes, or schools shall not be allowed with the exception of CSGA Food Drives.
6. The activity shall not interfere with regular school functions.
These administrativeregulations provide guidance for school-related organizations to have fund-raising activities at schools.

1. The following are approved fund-raising projects:
   a. Sale of student photographs, yearbooks, and class ringsto parents/legal guardians
   b. Sale of advertising space to finance the production of a school yearbook, newspaper, and/or programs for events.
   c. Fund-raising projectsof an entertaining nature after school hours.
   d. Raffles
   e. Concessions outside of the schoolday
   f. School based sales as approved by the principal
   g. Other projects organized with prior approval of the Superintendent/designee.
   h. Organizations may sell advertising at athletics and/or otherschool-sponsored events under the following conditions:
      i. Advertising will be permitted on vinyl banners. Three (3) sizes are permitted:
         1. 2’ (h) x 3’ (w) at $250 per banner/per school year
         2. 3’ (h) x 5’ (w) at $500 per banner/per school year
         3. 5’ (h) x 8’ (w) at $1,000 per banner/per school year
      ii. Banners will be white with the school’s mascot and lettering in school colors. A company logo which incorporates trademark colors may also be included. The following statement shall be included on all banners and digital displays: “CCPS does not endorsethe sponsor or message of this advertisement.”
      iii. Advertising will be permitted on the LED displays. An average of 5 advertisements per hour at $250 per sponsor/per school year will be sold. Purchases of up to three time slots (5 per hour) of advertisement are permitted.
      iv. Wording and graphics used on the banner or digital advertisements must be appropriate for schools as determined by administrativeregulations for Board Policy KHB. Further, these banners or digital displays may not include messages that:
         1. express hate, racial slurs, or sexual harassment
         2. can be directly interpreted or construed as carrying a “double meaning” involving sexual innuendo; tobacco, alcohol or drug use; gang symbols; weapons; or sexual activity.
         3. could contribute to a disruptive, hostile or intimidating environment
      v. Banners which endorse political candidates during an election will be permanently removed by school personnel at the conclusion of the election.
      vi. Banners will be displayed on stadium fences during regularly scheduled home events. Banners shall be visible to spectators while arriving, leaving, or viewing the stadium event. Banners shall not be displayed at indoor events. However, banners at the Carroll County Career and Technology Center and
the Gateway School may be displayed at approved indoor locations with consultation of the Director of High Schools.

vii. Digital advertisements will be displayed from the beginning of the contest until the conclusion of the contest, interspersed with both school/county & team information, approximately 1/3 of the time devoted to each.

viii. Banners shall be placed by fund raising groups under the direction of the principal.

ix. Carroll County Public Schools will not be responsible for banners that become damaged or vandalized. Banners that become damaged or vandalized shall be removed by school personnel and returned to the appropriate fund raising group.

x. Banners may only be displayed during the academic school year. Banners shall be removed by school personnel.

xi. Lists of sponsors purchasing banners or digital advertisements may not be announced at athletic events or in the school newsletter.

xii. All approved fund raising groups may participate in the sale of banners. However, all money raised by each group through banner sales must be donated to the school in one check accompanied by a written statement designating which program(s) the donations shall support. A limit of $100,000 per fiscal year may be raised through the sale of banners and digital advertisements at each school. Sale of banners will be available to each fund raising group until the limit of $100,000 is reached. Competition between fund raising groups is prohibited.

xiii. All banners sponsored by businesses or individuals are the property of Carroll County Public Schools and will be destroyed at the conclusion of each school year, unless claimed by the appropriate fund raising group.

xiv. Banners shall not be re-used in subsequent years.

xv. The Superintendent of Carroll County Public Schools may discontinue approval for a banner or digital advertisement at any time.

2 Guidelines

a. The principal/designee must authorize in advance and in accordance with this policy all fund raising activities conducted by school-sponsored organizations or clubs and individual school classes or grade-level groups.

b. The Superintendent of Schools/designee must authorize in advance all fund raising activities conducted by county-wide student organizations.

c. The fund raising group will plan and supervise all fund raising activities sponsored by these organizations. The principal will coordinate each activity in advance with the leadership of the organization to make certain that these activities do not interfere with the instructional program or previously planned school-sponsored fund raising activities. The principal will be responsible for informing the leadership when he/she feels the activity is not appropriate.

d. Representatives of a PTA or other parent-sponsored activity or a school club or organization will coordinate the daily collections of sales to avoid using or impacting instructional time, either directly or indirectly.

e. All funds received by a school shall be managed in accordance with the Office Professionals Procedures Manual – Finance Section.
f. If funds are used to purchase supplemental educational materials or equipment that enhance the instructional or extra-curricular program, or if such materials or equipment are donated, they become the property of Carroll County Public Schools. All materials and equipment must be approved for use in Carroll County Public Schools, and must conform to appropriate standards, specifications, and guidelines, and must be appropriate to the curriculum in the grades where they are to be used. The guidelines established by the Carroll County Public School systems’ Purchasing Department must be followed whenever a school’s independent activity funds are used to purchase materials and equipment.

g. Funds raised by fund raising groups shall not be used to employ anyone to deliver the instructional program during the regular school day.

h. Principals must inform parents that neither the school nor Carroll County Public Schools endorses the products that are sold or sanctions the services that are offered by businesses.

i. Fund raising activities are not to include residential door-to-door sales by any students.
PROTECTIVE EYE DEVICE
Section 7-405 of the Public School Laws of Maryland

I. Industrial Quality Eye Protective Device


II. Protective Eye Device Required in Certain Courses

Each student and teacher in a school or other educational institution shall be required to wear and industrial quality eye protective device at all times while working in:

A. A vocational or industrial art shop or laboratory that involves the use of or exposure to:
   1. Hot molten metal
   2. Milling, sawing, turning, shaping, cutting, or stamping of any solid material
   3. Heat treatment, tempering, or kiln firing of any metal or other material
   4. Gas or electric arc welding
   5. Repair or servicing of any vehicle
   6. Any caustic or explosive material

B. A chemical or combined chemical-physical laboratory that involves any caustic or explosive chemical or hot liquid or solid.

III. Supply and Purchase of Protective Eye Devices

A. The school may furnish industrial quality eye protective device to its students and teachers and to any visitor to its classrooms or laboratories specified in section II.

B. The school may buy these protective eye devices in large quantities and sell them at cost to its students and teachers.
CARE OF SCHOOL PROPERTY BY STUDENTS

References: Board of Education Policy JICB (11/13/91)
  Memo to local superintendents from State Superintendent (1/18/93)
  Memo to M. Prumo (MSDE) from Attorney General (12/29/92)

Board of Education Policy JICB states should a student fail to return textbooks, library books, or other school-owned property; or have other outstanding obligations, the principal shall prohibit the further issuance of school-owned property or supplies until appropriate restitution has been made.

The Attorney General ruled in 1992 that refusing to transfer records to another school because of unmet financial obligations is a violation of federal and state regulations and thus not permitted.

Revised 8/98, 8/00
EMPLOYMENT OF MINORS

I. All minors between the ages of 14 and 17 must secure a work permit from the State of Maryland Division of Labor and Industry, 1100 N. Eutaw Street, Baltimore, MD 21201. A minor under the age of 14 may not be employed or permitted to work unless the child is a model, performer, or entertainer with a special permit.

II. Legal Hours of Employment for Minors

Hours:
Minors 14 and 15 years of age may not be employed or permitted to:

• work more than 4 hours on any day when school is in session
• work more than 8 hours a day on any day when school is not in session
• work more than 23 hours in any week when school is in session
• work more than 40 hours in any week when school is not in session
• work before 7:00 a.m. or after 8:00 p.m. Minors may work until 9:00 p.m. from Memorial Day to Labor Day.
• work more than 5 consecutive hours without a non-working period of at least 30 minutes.

Hours of work for minors employed by an employer covered by the Federal Fair Labor Standards Act are more restrictive than those allowed by Maryland law. In general, it is the more protective standards which apply.

Minors 16 and 17 years of age:

• may spend no more than 12 hours in a combination of school hours and work hours each day.
• must be allowed at least 8 consecutive hours of non-work, non-school time in each 24-hour period.
• may not be permitted to work more than 5 consecutive hours without a non-working period of at least 30 minutes.

III. Occupations

Certain occupations are declared to be hazardous by the U.S. Secretary of Labor and have been adopted by the Commissioner of Labor and Industry. The commissioner has forbidden employment by minors under 18 in other occupations. Additional areas of employment are restricted to minors under the age of 16. Information on all of these areas of restricted employment is available from Issuing Officers in Maryland’s secondary schools or from the Division of Labor and Industry. Find out more on the Employment of Minors Fact Sheet at http://dllr.maryland.gov/labor/wages/minorfactsheet.shtml.

IV. Obtaining a Work Permit

A. Student Instructions
1. Complete a work permit online at https://www.dllr.state.md.us/ChildWorkPermit/web/content/Home.aspx
   Print the completed application.
2. The minor signs the application.
3. Have the parent or guardian review, sign and date the application.
4. Take the application to the employer to complete the employer’s section.
V. Implementation

A. Principals should refer to the additional provisions set forth in Article 100, Annotated Code of Maryland, enacted July 1, 1977, which is available in each secondary school office and in the Department of Student Services.

B. Since the four-year enrollment requirement does stipulate four credits beyond grade 11, principals are reminded to consult the Release Time Procedures.

C. Nothing in this section shall be construed as limiting the number of hours of employment of any minor participating in an experimental school supervised and school administered work-experienced and career exploration program approved by the Secretary of Labor of the U.S. (Article 100-S10-E as enacted by the 1977 General Assembly).

Revised 7/14
RIGHT TO CONSENT OF MINORS
Article 20, Section 102

I. The Attorney General's Office has ruled that there is no duty or responsibility imposed on the schools or the school system by the mandate of the statute.

A. Medical or Dental Treatment. A minor has the same capacity as an adult to consent to medical or dental treatment if the minor is:
   1. Married, or
   2. Is the parent of a child, or
   3. Is living separate and apart from the minor’s parents, or guardian, whether with or without consent of the minor’s parent, parents, or guardian and is self-supportive, regardless of source of the minor’s income.

B. Emergency Treatment
   A minor has the same capacity as an adult to consent to medical treatment if, in the judgment of the attending physician, the life or health of the minor would be affected adversely by delaying treatment to obtain the consent of another individual.

C. Specific Treatment
   A minor has the same capacity as an adult to consent to treatment for or advice about:
   1. Drug abuse
   2. Alcoholism
   3. Venereal disease
   4. Pregnancy
   5. Contraception other than sterilization
   6. Physical examination and treatment of injuries from an alleged rape or sexual offense
   7. Physical examination to obtain evidence of an alleged rape or sexual offense

D. Mental or Emotional Disorder §20-104
   A minor who is 16 years old or older has the same capacity as an adult to consent to consultation, diagnosis, and treatment of a mental or emotional disorder by a physician, psychologist, or clinic. However, a minor may not refuse treatment if obtained by the parent.

E. Liabilities
   A physician or an individual under the direction of a physician who treats a minor is not liable for civil damages or subject to any criminal or disciplinary penalty solely because the minor did not have capacity to consent under this section.

F. Disclosure
   Without the consent of or over the express objection of a minor, the attending physician or, on advice or direction of the attending physician, a member of the medical staff of a hospital or public clinic may, but need not, give a parent, guardian, or custodian of the minor or the spouse of the parent information about treatment needed by the minor or provided to the minor under this section, except information about an abortion.

8/2016
I. Protected Rights of Students and their Parents

A. Carroll County Public Schools shall annually communicate “Protected Rights” to parents, via the annual CCPS Information Calendar. Carroll County Public Schools shall also create and maintain a link on its website that specifies protected rights of students and parents.

B. When administering a survey that is funded in whole or in part by the U.S. Department of Education and that concerns one or more of the areas of Protected Information, the school administration must notify parents and eligible students in writing at least two weeks in advance of the “Protected Information Survey.” Written notice, requesting written consent, must be provided directly to parents either through U.S. mail, e-mail, or school newsletter to parents. Parents and eligible students must be afforded the opportunity to review the survey prior to providing consent.

C. The parent or eligible student must sign a written consent and return it to the school before the student can be administered a “Protected Information Survey” funded by the U.S. Department of Education.

D. Protected Information shall consist of the following eight areas:

1. Political affiliations or beliefs of the student or student’s parent;
2. Mental or psychological problems of the student or student’s family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility (such as FaRMS).

E. Surveys and Research Studies that require written notice to parents and eligible students and an opportunity to opt out of the survey or research study:

1. All requests to administer a survey or research project/study not funded by the U.S. Department of Education and that concerns one or more of the eight areas of Protected Information, must be approved in advance by both the principal and the assistant superintendent of instruction.

2. Before such an approved survey or research study can be administered, the school administration must notify parents and eligible students in writing at least two weeks in advance of the “Protected Information Survey.” The written notice must inform parents and eligible students of their right to review the survey or research proposal in advance. The notice must also inform parents and eligible students of their right to request in writing that the student not participate in the survey or research study. With exception of mandated surveys, a principal may withhold approval of such surveys or research studies requested by third parties if the principal determines that administering the survey or research study will place undue burden on the school administration, staff, students, or instructional time.
3. Youth Risk Behavior Surveillance System Survey (YRBSS) Annotated Code of Maryland, Education Article 7-420. Identifies risk behaviors that may include safety behaviors such as use of helmets and seat belts, depression and mental health, use of tobacco, alcohol or other drugs, nutrition and physical activity, and sexual behavior. The answers will be kept private and the student’s name will not be required on the survey responsesheet.

The YRBSS is a confidential survey which requires parents/legal guardians/eligible students to opt out of participation in the survey. An opportunity to opt out of the survey will be provided annually on the student’s emergency procedure card.

Parents/legal guardians/eligible students can contact Carroll County Public Schools for further information regarding the survey, including obtaining a copy of the survey if requested.

F. All third-party requests to conduct a survey must be approved by the principal after reviewing the survey instrument to determine if any questions are posed that touch on one or more of the eight areas of Protected Information. The principal may submit the survey instrument to the assistant superintendent of instruction for an opinion prior to granting approval. If the survey does not concern any of the areas of protected information, the principal may approve the survey. In such a case, the principal is not obligated to notify parents or seek their approval prior to administering the survey. With the exception of mandated surveys, a principal may withhold approval of such surveys requested by third parties if the principal determines that administering the survey will place undue burden on the school administration, staff, students, or instructional time.

G. All requests to conduct research studies must be approved by both the principal and the assistant superintendent of instruction.
H. Requests by students or teachers/staff to conduct surveys of other students or teachers/staff must be submitted in advance to the principal for approval. If the principal does not approve the survey requested by a student or teacher, the principal’s denial must be based upon the principal’s reasonable forecast of disruption. The principal’s approval of such surveys signals only the principal’s reasonable prediction that distribution of the survey will not create disruption. In these instances, the principal shall not approve the use of staff or instructional time to distribute or collect such surveys, nor may students, teachers, or staff use instructional time to endorse, distribute, or collect such surveys.

II. Conducting Physical Exams

A. Schools must provide advanced written notice to parents and eligible students of any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student. The notice must inform parents and eligible students of their right to opt out of a non-emergency, invasive physical exam or screening required as a condition of attendance. (An invasive physical examination or screening is any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body.)

B. This regulation does not apply to hearing, vision, or scoliosis screenings, nor to any physical exam or screening required by state law.

III. Marketing Personal Information

Administrators and staff employed by Carroll County Public Schools shall not market or sell personal information obtained from students or their records.

IV. Inspection of Certain Material

A. Parents may inspect instructional materials used as a part of the educational curriculum, excluding tests, assessments, and quizzes.

B. Parents who request to review instructional materials at a school shall be provided the opportunity to do so in the school within two weeks of the request.

C. The Carroll County Public Schools Resource Centers shall maintain an up-to-date collection of curriculum guides used as a part of the educational program. Curriculum guides shall be available to parents for inspection in the resource center during regular business hours.

C. Representative Parents from elementary, middle, and high schools shall be appointed by the Board of Education annually to serve on the Carroll County Curriculum Council. The Carroll County Curriculum Council shall review all student books and texts requested to be added to the approved list of instructional materials, and shall forward their recommendations at least annually to the Board of Education for action.

7/09/08
STUDENT ACCIDENT INSURANCE

I. The Board of Education provides the opportunity for all students to enroll in student accident insurance. Carroll County Public Schools participates in a student accident insurance program that is administered by MABE (Maryland Association of Boards of Education).

II. Implementation

A. The principal should encourage all students, particularly those taking part in athletic programs, to purchase accident insurance. (Students participating in varsity football are required to have some form of health insurance.) The principal should refer to the Administration Business and Finance Insurance Procedures Manual that is available in all schools for further information.

B. Schools will distribute application forms at the beginning of each school year. Parents/legal guardian are responsible to make payments directly to the current carrier.

C. Accident claim forms are available in all school offices.

D. Parents/Legal guardians are responsible for filing claims and submitting medical bills directly to the office of the current carrier.

E. If an accident occurs under the supervision of a school official, that person (assistant, teacher, etc) has to sign, verifying authenticity of the claim.
OFF CAMPUS SCHOOL SPONSORED ACTIVITIES
Board of Education Policy JFBA

Off campus activities which are school sponsored must be approved by the principal.

STUDENT FIELD TRIPS AND EXCURSIONS

Board of Education Policy IICA states:

The Board of Education approves the use of field trips including those of an overnight nature when necessary. Specific guidelines for field trips will be developed by the Superintendent.

Refer to "Guidelines for Field Trips" for implementation.

The Health Services Handbook contains field trip responsibilities for healthroom personnel.

Revised 8/94

INDIVIDUAL STUDENTS LEAVING SCHOOL
STUDENT/PARENT TRANSPORTATION

The Carroll County Public Schools recognize that it may be necessary for a student to leave school during the school day for the purpose of attending county Student Government meetings, participating in approved internship programs, or for similar individual or small group school-related pursuits. For all such events, parental permission must first be obtained in writing before a student is authorized to leave school property. Furnishing transportation for such events shall, in all cases, be the responsibility of the parent/legal guardian. In no event, shall the Board of Education of Carroll County, its agents, or its employees, be held responsible for any injury that may befall a student, or a third-party, during a student's participation in such events taking place off school property or in transportation to and from such events.

School officials should know that only in extenuating circumstances or emergencies will they attempt to arrange transportation for students. In such circumstances, school officials will first obtain verbal parental or guardian approval for all students involved and shall make clear that the parent/legal guardian assumes all risk of injury as a result of such transportation arrangement.

Revised 10/94
STUDENTSWITH ACADEMIC/BEHAVIORAL DIFFICULTIES: INSTRUCTIONALSUPPORT TEAM (IST)/ TAID, OR STUDENT SERVICESTEAM (SST) PROCESS

I. Teachers of students who are having academic and/or behavioral difficulty in the classroom should follow the IST (Instructional Support Team)/, TAID (Teacher Assisted Instructional Decision) or SST (Student Services Team) team process as discussed below. Throughout the process, there should be written notes/documentation of the interventions employed and the results of the interventions.

Prior to, during and after the IST/TAID/SST or the special education IEP screening and evaluation process, Carroll County Public School personnel are not to make direct recommendations to parents/legal guardian regarding medical diagnosis, medications or specific treatment for their child. Student services team members may encourage parents to consider non-school medical or therapeutic services in the community. If referral resources are solicited by parents/legal guardian, a list of resources in the county should be presented rather than a specific service provider.

Your principal, nurse, counselor, pupil personnel worker or school psychologist can serve as a resource for services available and/or the process to follow when honoring such requests.

II. The following is a general outline of how teachers may resolve problems and access help from the IST, SST or TAID teams IST/TAIDFlowChart:

A. **Teacher tries Alternate Strategies**

All teachers make changes and modifications in their classrooms in response to students who are having difficulty academically or behaviorally. Changing a child's seat, utilizing a "time out" chair, giving extra time to complete an assignment, offering special assistance and attempting "to catch the child being good" are a few of the techniques commonly used by teachers. Teachers may also informally consult with administration, resource specialists or student services staff for their ideas and expertise.

B. **Communication with Parents/Legal Guardians**

If the teacher's efforts to improve the child's learning/behavior are not successful, the teacher should contact the child's parents/legal guardian. Sometimes just sharing concerns with the parent/legal guardian is enough. Sometimes it is necessary to elicit additional parent/legal guardian involvement such as checking their child's homework and signing a homework sheet. An increase in communication to the parents/legal guardian by way of a daily or weekly "smiley face" point system or "drag" sheet can be helpful. This is an extremely important step in the total problem solving process that insures the parents/legal guardian are aware of their child's problem areas, progress and/or lack of progress.

C. **Teacher Seeks Collegial Assistance from IST/TAID Team or Student Services Team**

If the efforts to improve the child's learning/behavior are still not successful, even after attempts have been made to elicit parental cooperation, the teacher will seek collegial assistance from their grade level or subject level team or their school's IST/TAID or SST teams. These teams are groups of teachers, resource staff and student services personnel helping teachers identify and analyze the problem(s) correctly by collecting data, designing appropriate interventions and helping teachers implement and evaluate interventions.

This initial IST/TAID team might include the child's teacher from the preceding grade, a resource teacher from the area most directly linked to the problem, teacher(s) from the grade level team and counselor.

D. **A formal problem solving process initiated**
In some cases, an IST/SST/TAID team member will work with a teacher to ensure that they are getting the assistance a student requires. Each school should follow a structured problem solving process in attempting to resolve the student’s problems. This might include a functional behavior assessment (FBA) and behavior Intervention plan or curriculum based assessment (CBA) and student intervention plan. A review of the student’s records and interviews with the student, previous teachers and parents may also be critical in correctly identifying and analyzing the problem, designing appropriate interventions and evaluating them.

E. Communication with Parents/Legal Guardians

In an attempt to continually keep the parents/legal guardian informed of their child's progress and stress a team approach with the home and school, communication with the parent/legal guardian continues to be essential at this juncture. Parents should also be informed of any intervention plan and their role in supporting the plan.

F. Teacher Followup with IST/TAID or Student Services Teams

The initial IST/TAID/SST may feel that the problem presented by the teacher is so serious or resistant to interventions that another special IST/TAID/SST meeting should be convened. This team meeting might include the administrator, teacher, the pupil personnel worker, the school nurse, the school psychologist, the ILA specialist, the counselor, etc. This meeting may focus on educational procedures or strategies for such special conditions as a suspected seizure disorder, attention deficit-hyperactivity disorder, parental neglect, complex medical problems (kidney problems, asthma, paralysis, etc.) or any extreme and unresponsive behavior and/or learning problem. (Note: Educators are not medical diagnosticians and shall not recommend specific medical interventions.)

The special IST/TAID/SST may suggest more radical educational alternatives than the teacher alone would be able to implement. Placing a child in a higher or a lower grade, changing a classroom assignment, utilizing the services of such regular education resource people as the ILA specialist, the school counselor, behavior support specialist, school psychologist, pupil personnel worker, etc., are a few of the alternatives that might be tried.

G. Formal Referral to PPW, School Psychologist, Counselor, etc.

It may be that the special IST/TAID/SST will decide to formally refer the student to specialists such as the pupil personnel worker, the school psychologist, the school counselor or health nurse. For example, if a child continues to be tardy, even after the teacher has tried to gain the cooperation of the parents/legal guardian, the services of the pupil personnel worker may be requested. If it has been revealed to the teacher that the child continues to worry about a home problem, the school counselor may be asked to intervene. If a formal observation of a student’s work habits, learning style or classroom environment is desired, a referral to the school psychologist might be made.
H. **Suggest Assistance from an Outside Agency**

After carefully reviewing all of the data collected on the student, the IST/TAID/SST may feel that the student's problems are such that the assistance of an outside community resource should also be sought. In this case, a parent conference should be held in which all data is presented to parents/legal guardian along with possible alternatives. It may be that the feasibility of a physical or mental examination is explored as well as services that might be rendered by an agency such as the Carroll County Health Department or the Youth Service Bureau. If referral resources are solicited by parents/legal guardian, a list of at least three resources should be presented rather than a specific service provider.

I. **Refer to IEP Committee for Screening**

It may be that, based upon classroom observation, individual and group test data, parent conferences, etc., the special IST/TAID/SST suspects that the student may be handicapped and in need of special education services. In this case, the student would then be referred to the school IEP committee for screening for special education or 504 services.

*A note of caution: The IST/TAID/SST should not be used as a means of delaying the identification of handicapped students or in denying handicapped students special education services. As soon as the team has information which leads them to suspect that a student may be handicapped and in need of special education, a referral to the school IEP committee should be initiated. However, given the 2004 IDEA improvement acts increased focus on student resistance to evidence-based interventions, the student’s intervention plan & his/her response to it should be carefully documented by the appropriate team.*

*Revised 8/92, 5/05*
PURPOSE: To establish standard procedures for the safe, timely and orderly emergency evacuation of those students, staff and visitors with disabilities from Carroll County Public Schools or office facilities in the event of an emergency.

AUTHORITY: Title 13A.02.02 Emergency Plans, of the Education Article, Annotated Code of Maryland 7-408. Fire Drills (a) Required.—The State Superintendent shall require each county Superintendent to hold a fire drill in each public school at least 10 times each school year and at least once every 60 days. (b) Records to be kept.—Each public school shall: (1) Keep records of these fire drills; and (2) Send a copy to the County Superintendent (An. Code 1957, art 77, 91:1978, ch.22,2: 1996, ch10,16.

Section 504 of the Rehabilitation Act of 1973

Individual Disability Education Act

Federal Emergency Management Agency United States Fire Administration

Emergency Procedures for Employees with Disabilities in Office Occupancies

Americans with Disabilities Act Accessibility Guidelines (4.1.3(9), 4.3.11)

GENERAL:

The school emergency plans shall be shared with local emergency personnel in writing and verbally no later than first fire drill of the school year.

Each school within the county will maintain and update its roster of students with disabilities to include, but not limited to mobility, hearing, sight, and serious breathing and stress-induced illnesses that may affect a person's ability to egress from the building.

As necessary, specific student plans shall be a part of the total school emergency evacuation plan and attached. The individual student plan should be reviewed by the school administration with the student, parent, teacher/assistant and emergency personnel servicing the school community.

Each school shall designate staff members who will coordinate the safe refuge or the evacuation of those with disabilities. These staff members should have an updated roster of students and staff that may need assistance in an emergency. These staff members will be provided training to assist in potential evacuation efforts.

Each school shall have a procedure for accounting for visitors to the building who may be persons with a disability and require assistance in case of an emergency.

GUIDELINES: In the Event of an Emergency or Drill

When an emergency alarm is sounded or threatening situation is discovered, designated staff members shall move immediately to areas of refuge within the school. Each school principal will designate these areas and clearly communicate this information with Local Fire Chief or Regional State Fire Marshal. In many instances, this area will be a stair landing, stairwell or other acceptable designated area.

At the area of refuge designated staff should immediately make contact with other staff or emergency personnel already in areas of safety. Based on threat and imminent danger staff must decide, “Safe-in-Place,” or to evacuate completely.
“SAFE-IN-PLACE”

Based on threat level, location and imminent danger it may be safer to keep staff, students, or visitors in the “safe place” during an emergency. A clearly designated area should be easily accessible and known to all participants.

“If the person with disability cannot get far enough away from the danger by using Horizontal Evacuation, then that person should seek an Area of Rescue. Areas of Rescue meet the requirements listed within the Americans with Disabilities Act, Accessibility Guidelines for Buildings and Facilities (ADAAG); section 4.3.11 Areas of Rescue Assistance.

Specific areas of rescue and/or refuge for each building will be designated by signage at the handicap entrances.

Note: Enclosed stairwells qualify as areas of rescue/safe refuge.

EVACUATION

If the level of danger requires evacuation, great care should be given to protect both the care-provider and the individual with disabilities. Fire and Rescue personnel are best equipped to handle the evacuation.

Elevators

Only when communicated by fire personnel and operated by fire personnel should any consideration be given to evacuating via elevators. This maybe a viable alternative once fire personnel have arrived and evaluated the threat level.

Carrying Individual with Disability

A zero-lifting policy should be maintained. Only in the event of imminent danger and no immediate means of egress (lift, evacuation equipment, etc.) should care-provider attempt to carry individuals down stairwells. Training will be given to show care-providers appropriate means to carry someone. However, this is only to be used when there is no other means of evacuation or available assistance.

TRAINING

Each school will train and practice these standards during each fire drill. Persons with disabilities must be active participants in the evacuation plan, and training. Students, staff, parents and guardians must have a complete understanding of the methods of operation during an emergency. To avoid any potential for undue injury to care-provider or individual, actual movement down stairways should be avoided during drills. Care-providers should practice transitions from wheel chairs. Students should not be used during this training.
INDIVIDUAL SCHOOL PLAN

Each school shall have an emergency plan that addresses the individual needs of students and staff in the building. The plan should also provide appropriate direction for visitors to the building who may need assistance. This would include a means to identify persons needing assistance, are in the building and who has responsibility for their care. These plans will be revised at least annually, or more frequently should conditions warrant. All revisions shall be communicated to local emergency personnel in a timely manner.
The Board of Education recognizes the educational value of extended learning beyond the classroom and the school and affirms the value of participating in the democratic process of electing local, state and national leaders. Participation of student in the election process during the regular school day shall be allowed and absences shall be considered legal absences under the following guidelines:

1. Participation is limited to high school students who shall have parental consent to be excused from school.

2. Each participating student must obtain the consent of the superintendent or his designee and must provide evidence that the candidate, a campaign coordinator, or in the case of a “get out the vote campaign” an organization (i.e., League of Women Voters) has agreed to utilize the services of the student.

3. Each participating student shall develop a personal plan of action, including an evaluation of the activity. Approval of the plan by the school principal or his/her designee, prior to participation in the election process during the regular school day, shall be required.

4. Students shall be given an opportunity to make up tests and/or any work missed during the absence.

ADOPTED: 1970
REVISED: 3/80, 2/92
FOOD & FOOD ALLERGIES

Because of the increase in food allergies/sensitivities it is important to limit the possible exposure to allergens.

1. Students shall not share food with other students.

2. Parents/guardians need to be aware of the school’s procedures regarding food. They need to contact the administrator prior to bringing any food into the school.

3. All foods brought into the school to be shared should be commercially prepared and brought in the original container with the ingredients marked. This will help to alleviate potential exposure to allergens either as ingredients or from cross contamination.
PROCEDURES FOR SERVICE ANIMALS IN SCHOOLS

No dogs or other pets, with the exception of service animals, are permitted in school buildings or on school grounds without the direct permission of the school administration.

The Carroll County Public Schools acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a "service animal" in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act, 28 CFR Part 35, subject to the following:

1. All requests for an individual with a disability to be accompanied by a service animal should be addressed in writing to the Office of Research and Accountability at 125 N. Court Street, Suite 18, Westminster, MD 21157. This written request should be received by the Carroll County Public Schools at least 10 business days when possible, prior to bringing the service animal to school or a school function.

2. Owners of service animals are responsible for any harm or injury caused by the animal to other students, staff, visitors, and/or property.

3. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a "service animal".

4. The animal must be "required" for the individual with a disability.

5. The animal must be "individually trained" to do work or a task for the individual with a disability.

6. Special Provisions/Miniature Horses: Request to permit a miniature horse to accompany a student or adult with a disability in school buildings, in classrooms, or at school functions, will be handled on a case-by-case basis, considering:
   a. The types, size, and weight of the miniature horse and whether the facility can accommodate these features.
   b. Whether the handler has sufficient control of the miniature horse.
   c. Whether the miniature horse is housebroken.
   d. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

7. Removal of a Service Animal: A school administrator may request an individual with a disability or his parents to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:
   a. The animal is out of control and the animal's handler does not take effective action to control.
   b. The animal is not housebroken.
   c. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.

8. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safety, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.

9. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's needs to relieve itself.
   a. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
   b. Students with service animals are expected to care and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal, subject to discussion and approval on a case-by-case basis by the Superintendent or his designee. Issues related to the daily care and supervision of service animals will be addressed in the discretion of the building administrator.
X. STUDENT CODE
I. Board of Education Policy JF states:

The Board of Education shall have a document on students' responsibilities and rights developed by the superintendent or his designee. This document shall conform to guidelines established by the State Board of Education. The local document shall be disseminated periodically to all members of the school community, including students, teachers, administrators, and parents/legal guardians. There shall be broad involvement of representatives of the school community in the review of the document with specific input and advice from the Carroll County Student Government Association.

Approved: November 20, 1974
Revised: January 9, 1980
Revised: February 5, 1992

II. Student Code

Carroll County Public Schools have the responsibility of providing an educational program that will encourage each student to develop to the fullest extent. In order to realize this goal, each student has the right to a free public education as long as this right is exercised within the rules and regulations of the school and does not hinder other students' progress in pursuing a meaningful educational program.

Students in pursuit of these rights must accept the responsibility to respect the rights of others and to respect legally constituted authority. Students have the responsibility to conduct themselves in a manner that does not detract from the learning process. Students must know and understand school regulations, must make an effort to uphold them, and recognize that those in authority have the responsibility for maintaining the orderly process of education.

Students shall know that teachers will take reasonable disciplinary action to deter acts which interrupt the educational process and that they may use reasonable force in self-defense or in restraint of a student to prevent harm to that student or to others. The term "reasonable force" shall not encompass physical abuse from anyone in the school system. Corporal punishment shall not be inflicted on any student by any employee of the Carroll County Board of Education. If students feel they have been subjected to unfair punishment, they and/or their parents/legal guardians have the right to use the grievance procedure.

In some instances where the behavior of a student is disruptive or detrimental to the operation of the school, a student may be suspended or expelled from that school. (COMAR 13A.08.01.11)
III. Student Rights and Responsibilities

Right: To a free public education in Carroll County Public Schools. Responsibility:

To follow state and local attendance, discipline and residency requirements.

*Related Handbook Topics: Attendance; Discipline; Residency*

Right: To a safe learning environment free from drugs, weapons, violence, discrimination and disrespectful behavior. To be treated with respect by staff.

Responsibility: To follow CCPS policies, regulations and procedures. To honor the rights of others and act with respect, integrity and academic honesty.

*Related Handbook Topics: Bullying; Discipline, Exclusion, Seclusion and Restraint; Substance Abuse; Suspension; Staff/Student Relationships; Violent Acts and Weapons*

Right: To express oneself free from intimidation and hostility, including the expression of one’s religious and personal beliefs.

Responsibility: To be tolerant of the beliefs of others and respect differing viewpoints and ideas. To express oneself in a manner that is appropriate and not disruptive.

*Related Handbook Topics: Dress Code; Discipline and Prayer in School/Momentsof Silence*

Right: To expect confidentiality and protection of personal information.

Responsibility: To respect the privacy and confidentiality rights of others.

*Related Handbook Topics: Discipline Records; Surveys; Use of Students’ Photograph, Video Image or Voice*

Right: To have the opportunity to participate in student groups, organizations, and extra-curricular activities.

Responsibility: To conduct oneself according to established CCPS administrative regulations and to secure the principal’s permission to form a student group.

*Related Handbook Topics: Eligibility; Student Groups and Organizations*

Right: To due process (telling the “student’s side of the story”).

Responsibility: To be familiar with CCPS administrative regulations, including the process for grievance and appeal.

*Related Handbook Topics: Grievance and Appeal Procedures; Suspension*

Right: To keep personal items and school property assigned to the student on one’s person or in one’s locker.

Responsibility: To possess only personal items (at school, on school property or at school-sponsored events) that do not violate state/school regulations. To understand the CCPS search/seizure policy.

*Related Handbook Topics: Detection Dogs; Discipline; Search & Seizure*
IV. Grievance and Appeal Procedures

Grievance and appeal procedures exist to give students the opportunity to resolve a complaint regarding an alleged violation, misinterpretation, or inequitable application of an established school rule, regulation, policy or administrative regulation. At any level of the grievance or appeal procedure, the student has the right to involve a representative (parent, guardian, etc.) on his/her behalf.

Students have the right to frankly discuss their problems and concerns with staff members without fear of retribution.

1. **Grievance Procedure:** The grievance procedures serve to resolve complaints regarding *decisions made by school staff* (i.e. grades, membership on a team, classroom rules, etc.) The student is encouraged to discuss the issue in question with the professional person (teacher, administrator, etc.) who originally made the decision in an effort to resolve the issue at the lowest level. If the issue has not been resolved at this level, it may then be grieved, in writing, to the Principal within three (3) school days. The Principal shall render a decision in writing to all parties involved within five (5) school days of the receipt of the written grievance. If the student is not satisfied by the Principal’s decision, he/she may then file an appeal, in writing, to the Superintendent of Schools within five (5) school days of the Principal’s decision. The appeal will be processed according to the provisions of section 4-205(c) of the Education Article. A decision shall be rendered by the Superintendent, or designee, within fifteen (15) school days of the receipt of the written grievance.

   **Grievance Procedure Steps**
   1. The Student Grievesto
   2. Professional Person Who Originally Made the Decision
   3. Principal
   4. Appeal to the Superintendent of Schools

   *Note: In each high school, a trained peer facilitator will be available to assist a student in understanding and implementing the grievance procedure (See Peer Facilitator)*

2. **Appeal Procedure:** The appeal procedures serve to resolve complaints regarding *discipline of students initiated by administrators relating to established policy or administrative regulation* (suspension, extended suspension, expulsion, etc.). An appeal does not stay the principal’s decision on a suspension or other matter.

   Suspension – 10 days or less

   When a student is disciplined, the student will be given notice of the charge against him/her and the opportunity to explain the alleged incident. If the issue is not resolved at this level, it may then be appealed, in writing, to the Principal within three (3) school days. The Principal shall render a decision in writing to all parties involved within five (5) school days of such an appeal. If the student is not satisfied by the Principal’s decision, he/she may then appeal the decision, in writing, to the Superintendent of Schools within five (5) school days of the Principal’s decision. The appeal will be processed according to the provisions of section 4-205(c) of the Education Article. A decision shall be rendered by the Superintendent, or designee, within fifteen (15) school days of such an appeal.

   The decision of the Superintendent may be appealed to the Board of Education, if taken in writing within thirty (30) days after the decision of the Superintendent. The decision may be further appealed to the State Board if taken in writing within thirty (30) days after the decision of the County Board of Education or other individual or entity which issued the decision on appeal. The 30 days shall run from the later of the date of the order or opinion issued reflecting the decision.
Appeals Procedure Steps

- Student Appeals to
- Principal
- Superintendent of Schools
- Board of Education of Carroll County
- Maryland State Board of Education

Extended Suspension or Expulsion – 11 days or longer

At the request of a principal, a county Superintendent may suspend a student for more than 10 school days or expel him/her. If a principal finds that a suspension of more than 10 school days or expulsion is warranted, he/she shall immediately report the matter in writing to the county Superintendent. The county Superintendent or the designated representative promptly shall make a thorough investigation of the matter. If, after the investigation, the county Superintendent finds that a longer suspension or expulsion is warranted, he or she or the designated representative shall promptly arrange a conference with the student and his/her parent/legal guardian. If after the conference, the county Superintendent or the designated representative finds that a suspension of more than 10 school days or expulsion is warranted, the student or his parent/legal guardian will be informed of the appeal process. This appeal must be made in writing to the President of the Board of Education within 10 days after the Superintendent’s or Designee’s decision. An appeal to the Board of Education shall not operate as a stay to the Superintendent’s or Designee’s decision; thus, the student will remain on suspension. The appellant should be made aware that they have the right to counsel for this final appeal and may also call witnesses. Five days in advance of the hearing, the appellant shall be provided a witness list and a copy of the documents that will be presented at the hearing.

3. **Standard of Review:** Generally, the Superintendent (Board of Education) does not substitute its judgment for that of the Principal (Superintendent of Schools) unless the decision is deemed arbitrary, unreasonable, or illegal.

   1. A decision may be arbitrary or unreasonable if it is one or more of the following:
      a. It is contrary to sound educational policy;
      b. *A reasoning mind could not have reasonably reached the conclusion the Superintendent reached.*

   2. A decision may be illegal if it is one or more of the following:
      a. Unconstitutional;
      b. Exceeds the statutory authority or jurisdiction of the Superintendent;
      c. Misconstrues the law;
      d. Results from an unlawful procedure;
      e. Is an abuse of discretionary powers; or
      f. Is affected by any other error of law.

*Note: In the case of discipline situations which result in the principal recommending a suspension beyond 10 school days or an expulsion, the Superintendent, or designee will schedule a conference with the student and parent(s)/legal guardian(s) within 10 school days of the date of the suspension notice. The student will be given notice of the charges against him/her and the opportunity to explain the alleged incident. The first appeal of a suspension for more than 10 days or an expulsion is to the county Board of Education under section 7-305 of the Education Article.*
D. Peer Facilitators

1. **Definition:** A peer facilitator is a student who advises, facilitates and serves as an advocate to other students.

2. **Purpose:** The peer facilitator program formalizes the opportunity for students to discuss problems and concerns with other students who are trained as listeners.

3. **Objectives:**
   a. Act as a facilitator in interpreting the Student Code and the individual school’s Student Handbook.
   b. Based upon the student’s individual needs, refer him/her to counselors or other resource persons.
   c. Designated peer facilitators meet standards of acceptability jointly agreed upon by the school administration and Student Services and have completed the necessary training under the auspices of the Department of Student Services of the Carroll County Public Schools.

Revised 8/92, 10/96, 8/98, 8/00, 8/02, 7/03, 9/04 4/29/05
Participation in extracurricular activities, public performances, and/or student leadership positions is regarded as an important privilege for students. Participation in such activities supports students' personal growth and achievement and also gives students the opportunity to be representatives of and ambassadors for their school. Carroll County Public Schools is committed to developing and maintaining a high level of confidence by the student body and the school community. Therefore, students who desire to participate in extracurricular activities are expected to meet standards in three major areas: academics, attendance, and conduct. Failure to meet appropriate standards in any one, or more, of these areas will result in a student losing the privilege of fully participating in extracurricular activities.

I. Policies related to this regulation

- Board of Education Policy ADD - Serious Threats and Violent Acts Prohibited
- Board of Education Policy JK - Discipline
- Board of Education Policy JPA - Substance Abuse
- Board of Education Policy JFCG - Possession and/or Use of Tobacco on School Property

II. Definition of Extracurricular Activities

Extracurricular activities include, but are not limited to: participating in competitive activities, events or activity practices, and other student activities; performing in public beyond the class culminating performances; and/or, representing the school in an elected or appointed leadership position. Activities that are graded as part of a credit bearing class do not constitute extracurricular activities.

III. Other Definitions

- Academic Eligibility Time Period: the period of time between report card issue dates.
- Constructive Possession: failure to remove oneself as quickly and safely as possible from a person, area, or situation where alcohol/drugs are illegally possessed.
- Curricular Activities: those activities that are part of a credit bearing class whether they occur during the school day (e.g.; field trips), or outside the school day (e.g.; concerts). Music courses with a performance component will have one school concert near the end of each semester and one county-level assessment per year which are curricular. Music performances and activities beyond those stated in this definition are extracurricular.
• Eligible: meets the criteria to fully participate in extracurricular activities. In accordance with the Maryland Public Secondary Schools Athletic Association (MPSSA), students in grades 9 – 12 may be considered eligible for a maximum of four seasons in any one sport or activity.

• End of Marking Period: the date set by Carroll County Public Schools as the end of each grading period.

• Full-Time Student: enrollment of a student for more than fifty percent of the class periods occurring in a school day at a particular school; of the classes scheduled, more than fifty percent of the classes shall be credit bearing (i.e. in a four mod day, a student enrolled in 3 classes must have at least 2 credit bearing classes; a student enrolled in 4 classes must have at least 3 credit bearing classes).

• Ineligible: does not meet the criteria to participate in any way in extracurricular activities.

• Interim Report Period: A formal grade reporting date established for all schools that identifies the midpoint of a marking period.

• Leadership: elected or appointed student positions in school or county organizations which have, by the nature of the position, a leadership role (e.g.; SGA, class officer).

• Marking Period: a period of time, approximately nine school weeks in length, for which grades are calculated and then posted.

• Participate: involvement in one or more school sponsored events or activities.

• Restricted Eligibility: Student is not fully eligible to participate in extracurricular activities. Limited participation as part of a school sponsored team or group. May not participate in competition, public performances or leadership roles, but may participate in meetings and practices.

• School Day: one of the completed state mandated days of attendance as indicated on the official Carroll County Public Schools’ calendar. Eligibility shall be regained at the beginning of the next school day following the period of ineligibility. Please Note: Inclement weather days do not count as a school day in this regulation.

IV. General Standards, Guidelines, Information

• A student shall be enrolled as a full-time student in order to be eligible to participate in extracurricular activities.

• A student shall be enrolled full-time in the school offering the activity in which the student wishes to participate.

• When a student is granted out-of-district enrollment based on an exception to Board of Education Policy JEA: Students Attending Schools Out of Attendance Areas, the student must continue to meet the conditions of the granted exception in order to maintain eligibility to participate in extracurricular activities. Failure to continue to meet the criteria under which the enrollment exception was granted shall result in immediate loss of eligibility to participate in extracurricular activities. In order to regain eligibility to participate in extracurricular activities, given that he/she meets all other eligibility requirements, the student must enroll in the school designated for the attendance area in which he/she resides. (See VI Exception)

• A student entering Carroll County Public Schools as a transfer student shall meet the same eligibility requirements as all other students enrolled in Carroll County Public Schools.

• Failure to meet appropriate standards in any one, or more, of the areas outlined in this regulation will result in a student losing the privilege of participating in extracurricular activities.

• The principal, in consultation with the appropriate Director, may declare a student ineligible due to the student violating Carroll County Public Schools’ policies and regulations not otherwise addressed in this regulation.
Any student who is ineligible but participates in a contest/activity while ineligible shall cause the team/group to forfeit that contest/performance (MPSSAA Policy).

A specific team membership, athletic position, performance role, leadership position, etc. may or may not be available for the student to resume, upon regaining eligibility.

Each elementary and middle school has specific guidelines and requirements for one or more extracurricular activities offered at that school.

V. Eligibility Based on Academics, Attendance, Conduct
   A. Academic Based Eligibility
      1. Eligibility Standards, Guidelines, Information
         • A student becomes ineligible for academic reasons if he/she earns less than a 2.0 weighted GPA for that marking period or receives a grade of ‘F’ for any course in which the student is enrolled during the marking period.
         • A grade of Incomplete (I) is considered an F until the work is satisfactorily completed, unless an exception is made by the principal due to extenuating circumstances such as an extended illness.
         • An indication of Withdrawal Failing (WF) is considered an F for the specific marking period in which it is received.
         • All students entering 9th grade for the first time are eligible based on academics, during the first marking period of the 9th grade school year.
         • Quarter grades are used to determine eligibility. Eligibility for the first quarter of the year is based upon the fourth quarter grades of the previous year.
         • Summer school grades do not replace fourth quarter grades of the school year and, therefore do not impact a student’s eligibility status.
         • For students enrolled in concurrent enrollment course work at the college level, the final grade will determine the student’s eligibility, since quarter grades are not generated from the college.

      2. Administrative Procedures
         • The principal (or designee) will determine the eligibility status of students upon the issuance of report cards.
         • The principal (or designee) will generate an “Ineligible List” for use by coaches and other extracurricular advisors and revise the list as needed (e.g.; due to the resolution of incompletes or grades).
         • Students who have lost eligibility for academic reasons shall not:
           • be a participant in a public performance for any extracurricular activity.
           • travel with a group/team for any extracurricular activity.
           • participate in any extracurricular activity including practice if the student is on an athletic team or other group for which there is a scheduled practice.
         • Students who become ineligible for academic reasons may request in writing to the principal to be placed on restricted eligibility one time during their high school career. If the student does not achieve at least the minimum academic weighted 2.0 GPA with no F’s at the next interim report period, he/she will become ineligible.

      3. Regaining Eligibility
         Students will regain eligibility when a report card is issued which indicates the student meets academic eligibility requirements and upon approval of the principal in consultation with the coach/advisor. As an incentive for academic performance, a student will regain academic eligibility at the end of the interim report period if the student has achieved at least the minimum academic weighted 2.0 GPA with no
F’s and upon approval of the principal in consultation with the coach/advisor. Requests to regain eligibility at interim report period must be made to the principal by the student.

B. AttendanceBasedEligibility
1. EligibilityStandards, Guidelines, Information
   • A student shall be in attendance for his/her scheduled full day in order to participate in any extracurricular activity occurring on that school day.
   • Students who are tardy to school or leave early are not eligible to participate in extracurricular activities.
   • A student shall participate in all normal school activities during the school day in order to participate in any extracurricular activity occurring on that school day.

2. AdministrativeProcedures
   • Any student who is ineligible due to attendance reasons who then participates in an extracurricular activity shall be restricted from participating for a minimum of one additional contest/activity.
   • A principal may allow an exception for approved professional appointments.

3. RegainingEligibility
   Students regain eligibility based on being in attendance for a scheduled full day and participating in all normal school activities on that day.

C. ConductBased Eligibility
1. EligibilityStandards, Guidelines, Information
   • Students shall follow Carroll County Public Schools’ discipline policies and regulations as outlined in the Board of Education Policies and Administrative Regulations Manual, the Student Services Manual, and the Student/Parent Handbook.
   • Students who violate Board of Education Policies ADD, JK, JPA, and/or JFCG, the related administrative regulations, and/or the conduct based criteria for eligibility outlined herein shall be ineligible in some form to participate in any extracurricular activity as specified below.
   • Conduct violations are outlined in three categories with specific consequences for the first offense and subsequent offenses.
   • Violations are cumulative for the entire high school career of the student according to the attached charts of cumulative offenses. However, Category 1 offenses are not cumulative with Category 2 and Category 3 offenses.
   • Violations in the spring season will carry over into the fall season.

2.1 AdministrativeProcedures for Category 1 Violations
   Category 1 Violations include:
   • smoking or possession of tobacco products on school property or at school sponsored events;

   a. First Offense Category One Violation—The student:
      • shall be placed on restricted eligibility for 5 school days. In addition, at the discretion of the principal, the student may be restricted from participating in dances, proms and other student activities not otherwise listed in this regulation.
      • may attend as an observer, but may not participate in a competition or public performance of the team/group for which the student is a
b. Second Offense Category One Violation—The student:
  • shall be placed on restricted eligibility for 15 school days. In addition, at the discretion of the principal, the student may be restricted from participating in dances, proms and other student activities not otherwise listed in this regulation.
  • may attend as an observer, but may not participate in a competition or public performance of the team/group for which the student is a member. The student may travel, sit with the team/group, and be in uniform.

c. Third and Subsequent Offense Category One Violation—The student:
  • shall be placed on restricted eligibility for 45 school days. In addition, at the discretion of the principal, the student may be restricted from participating in dances, proms and other student activities not otherwise listed in this regulation.
  • may attend as an observer, but may not participate in a competition or public performance of the team/group for which the student is a member. The student may travel, sit with the team/group, and be in uniform.

Cumulative Offense Chart

<table>
<thead>
<tr>
<th>Category 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Offense#</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3 or more</td>
</tr>
</tbody>
</table>

2.2 Administrative Procedures for Category Two Offenses
Category 2 violations include:
  • Constructive possession on school property or at school-sponsored events;
  • Unauthorized possession or use of one’s own prescription medication, on school property or at school-sponsored events;
  • Violations resulting in suspension under the serious threats of violence regulations or violent acts regulations;
  • Possession or use (or demonstrating effects of use) of over-the-counter drugs/medications, in excess of the recommended dosage, on school property or at school-sponsored events;
  • Distribution of over-the-counter drugs on school property or at school-sponsored events.
A. First Offense Category Two Violation – The student:
   • shall be placed on restricted eligibility for 15 school days. In addition, at the
discretion of the principal, the student may be restricted from participating in
dances, proms and other student activities not otherwise listed in this regulation.

   • may attend as an observer, but may not participate in a competition or public
performance of the team/group for which the student is a member. The student
may travel, sit with the team/group, and be in uniform.

B. Second Offense Category Two Violation – The student:
   • shall be placed on restricted eligibility for 45 school days. In addition, at the
discretion of the principal, the student may be restricted from participating in
dances, proms and other student activities not otherwise listed in this regulation.

   • may attend as an observer, but may not participate in a competition or public
performance of the team/group for which the student is a member. The student
may travel, sit with the team/group, and be in uniform.

C. Third Offense Category Two Violation – The student:
   • shall be considered ineligible for the remainder of his/her high school career.

   • in addition, at the discretion of the principal, may be restricted from participating
in dances, proms and other student activities not otherwise listed in this
regulation.

2.3 Administrative Procedures for Category Three Offenses
Category 3 Offenses include:
   • possession, use, (or demonstrating effects of use) manufacturing,
attempted distribution or distribution of any controlled dangerous
substance, drug paraphernalia, inhalants, look-alike drug or alcohol
on school property or at school-sponsored events;

   • attempted distribution or distribution of prescription medicine on school
property or at school-sponsored events;

   • possession or use (or demonstrating effects of use) of medicine,
prescribed for another, on school property at school-sponsored events;

   • use (or demonstrating effects of use) in excess of recommended dosage or
misuse of one's own prescription medicine on school property or at school
sponsored events.

A. First Offense Category Three Violation – The student:
   • shall be placed on restricted eligibility for 45 school days. In addition, at the
discretion of the principal, the student may be restricted from participating in
dances, proms and other student activities not otherwise listed in this regulation.

   • may attend as an observer, but may not participate in a competition or public
performance of the team/group for which the student is a member. The student may travel, sit with the team/group, and be in uniform.
B. Second Offense Category Three Violation—The student:
- shall be considered ineligible for the remainder of his/her high school career.
- in addition, at the discretion of the principal, the student may be restricted from participating in dances, proms and other student activities not otherwise listed in this regulation.

### Cumulative Offense Chart

**Category 2 & Category 3**

<table>
<thead>
<tr>
<th>Category 2</th>
<th>Category 3</th>
<th>Mixed: Category 2 Then Category 3</th>
<th>Mixed: Category 3 Then Category 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Offense #</strong></td>
<td><strong>School Days</strong></td>
<td><strong>Offense #</strong></td>
<td><strong>School Days</strong></td>
</tr>
<tr>
<td>1</td>
<td>15 Restricted Eligibility</td>
<td>1</td>
<td>45 Restricted Eligibility</td>
</tr>
<tr>
<td>2</td>
<td>45 Restricted Eligibility</td>
<td>2</td>
<td>Ineligible for Entire Career</td>
</tr>
<tr>
<td>3</td>
<td>Ineligible for Entire Career</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3. Regaining Eligibility

- A student will regain eligibility for extracurricular activities only by successfully serving the time period of ineligibility, adhering to all appropriate policies and regulations, and complying with and completing substance abuse screening, assessments and recommended treatment.
- During the period of ineligibility, if a student is suspended from school for any reason, the length of ineligibility shall be extended for an additional ten (10) school days.
- A student shall not regain eligibility at any time after a third offense Category Two violation, second offense Category Three violation, or a third offense in any combination of the two categories.
VI. Exception

- Exceptions to this regulation shall be made as authorized by the appropriate School Level Director.

- After two successful calendar years from the date of sanctions, a student who is deemed ineligible for their entire career may petition the Superintendent in writing to regain eligibility. If eligibility is reinstated, any further violation in any category shall result in loss of eligibility for the remainder of the student's high school career.

VII. Additional Information

- Violations of other disciplinary regulations, or behavior which is disruptive or detrimental to the operation of the school or the extracurricular activity, by a participant or a spectator will result in disciplinary action commensurate with the seriousness of the offense. That disciplinary action may range from a reprimand to permanent exclusion from the activity, and, for a student, loss of eligibility up to and including suspension from school as appropriate.

- The athletic director, coach or advisor may implement additional training rules and/or other regulations, with final approval of the school principal, which, if not adhered to, may impact eligibility.

- A student may be removed from a leadership role for misconduct, and/or violations of disciplinary regulations not otherwise outlined in this regulation. Decisions regarding such removal will be made by the principal, with input from the coach/advisor.

Revised: October 2008
January 2010
August 2011
April 2012
December 12, 2012
February 12, 2014
January 14, 2015
August 12, 2015
The Board of Education of Carroll County believes that, for many students, extracurricular activities help to promote educational achievement. However, the cost of extracurricular activities, particularly interscholastic and corollary athletics, has out-paced the ability of the Carroll County Public Schools to adequately fund such activity. Accordingly, in an effort to maintain interscholastic and corollary athletic activities, a per activity fee will be charged to each student involved in an interscholastic and corollary athletic activity.

The following regulations will be followed to implement this policy:

1. Students who participate in an interscholastic athletic activity (ninth grade, junior varsity, and varsity athletic teams, including cheerleading squads) are required to pay a fee of $105.00 per activity. No parent will pay more than $150.00 for one season for multiple children in activities. Parents who select an online method of payment will bear the cost of any administrative or convenience fees.

2. Students who participate in a corollary athletic activity are required to pay a fee of $50.00 per activity. No parent will pay more than $150.00 for one season for multiple children in activities. Parents who select an online method of payment will bear the cost of any administrative or convenience fees.

3. This fee must be paid prior to the first athletic contest.

4. The interscholastic and corollary athletic fee will be waived for students enrolled in the Free and Reduced Meal program and for students in rare and exigent circumstances as determined by the Superintendent/designee.

5. The athletic fee may be reimbursed at a 50% rate if the student-athlete’s team has participated in 20% or less of their regular-season schedule at the time the student-athlete is no longer a member of the team (i.e., the student no longer practices, plays, or travels with the team and has turned in the uniform). This reimbursement request must be made in writing to the school’s principal prior to the final regular season game of that team’s season.

6. Each high school will submit payment to the school system for the number of student athletes that are listed on its state eligibility rosters, less those athletes participating in the Free and Reduced Meal program. Schools must submit their payment to the school system by the following dates:
   - September 15 - Fall Sports
   - December 15 - Winter Sports
   - April 15 - Spring Sports

5. The Supervisor of Athletics shall enforce these administrative regulations.
ENROLLING MILITARY CHILDREN / ELIGIBILITY

State and local educational systems shall facilitate the opportunity for military children’s inclusion in extracurricular activities, regardless of application deadlines, to the extent they are otherwise qualified.
Employees

Staff members may be absent from duty to participate in religious holidays when schools and offices are open. When staff members are unable to perform their regular duties due to the religious holiday observance, leave will be granted according to the following procedures:

- Prior notification to the immediate supervisor is required as soon as possible, but no later than 24 hours in advance of the leave date.
- Employees must use accrued leave, when available.
- Twelve-month employees may use accrued personal or vacation days. Personnel working less than twelve months may use personal business days. All other leave for religious purposes will be without pay.
- The immediate supervisor may request verification of the employee’s participation in the religious observance during the regular duty hours from the appropriate religious authority.
- The supervisor will approve the request for leave for religious purposes provided that granting the leave does not have a severe impact on school system operations. Appeals shall be made to the Director of Human Resources.

Students

A student shall be released from school as an excused absence for the purpose of observance of a religious holiday.

In order to facilitate the arrangement for make-up work assignments the parent/guardian shall give written notice to the Principal prior to the student’s anticipated absence.

The student’s teacher(s) will inform the student of an equivalent opportunity available to him/her to make up any examination, study, or work requirement he/she missed during the excused absence.

School officials shall avoid scheduling major examinations and other major events on religious holidays or when made aware of anticipated high absenteeism on these days.

Students who complete the school year with no other absences shall not be denied school attendance certificates where such are regularly awarded.

Attendance Monitoring

Annually, as part of the school calendar development activity, absentee rates shall be examined to determine the impact, if any, the observance of religious holidays has on the delivery of instruction for all students.

If it is determined that a high absentee rate is expected among students and staff related to religious holiday observances, such that the effectiveness of instruction may be disrupted and there is a negative impact on the available resources, a recommendation may be made to close schools on these days.
Guidelines for Jewish Holidays

Activities, events, new material, or tests that can be made up at a later time, may occur on the day or night of the following dates. Activities, events, new material or tests that cannot be made up, are not to occur on the following days or nights.

- **Rosh Hashanah**: No events scheduled on the night before the first day and night of Rosh Hashanah.
  - **Yom Kippur**: The night before the day of Yom Kippur and the day and night of Yom Kippur.
- **Sukkot**: The first night of Sukkot and the day of Sukkot.
- **Passover**: The first night of Passover and the next day.
- **Shavuot**: The first night of Shavuot, and the day and night of Shavuot

8/15/05