STUDENT SERVICES MANUAL

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Table of Contents

I. ENROLLMENT, ATTENDANCE, TRANSFER, EXIT, AND COMPLETION 6
ENROLLMENT IN SCHOOL 7
ATTENDANCE 16
STUDENT ENTRY, TRANSFER, EXIT, AND COMPLETION CODE INFORMATION 30
COMPLETION (GRADUATION) CODE PROCEDURES 40
OUT OF DISTRICT 43
KINSHIP CARE 44
AGE OF MAJORITY 46
VISITATION GUIDELINES 50
REMOVAL OF A CHILD FROM SCHOOL 61
II. DISCIPLINE 62
DISCIPLINARY PROCEDURES 63
REPORTING TO THE SUPERINTENDENT 82
ARSON 83
STUDENT BULLYING, HARASSMENT, INTIMIDATION, DISCRIMINATION, OR HAZING 84
STUDENT CONDUCT ON SCHOOL BUSES 85
PORTABLE ELECTRONIC DEVICES 90
STUDENT EXCLUSION, PHYSICAL RESTRAINT, AND PROHIBITION OF SECLUSION 91
GANGS, GANG ACTIVITY AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR 93
THREATS, VIOLENT ACTS, FIREARMS, AND WEAPONS PROHIBITED 93
STUDENT SUBSTANCE ABUSE 97
III. GRADING AND GRADUATION 100
GRADING, HOMEWORK, AND COMMUNICATING STUDENT ACHIEVEMENT 101
AUDITING OR WITHDRAWAL FROM CLASSES BY STUDENTS 104
PLACEMENT, PROMOTION, AND RETENTION AND ACCELERATION 104
GRADEPOINT AVERAGE(GPA) AND RANK IN CLASS 111
IV. HEALTH RELATED MATTERS 113
FIRST AID AND HEALTH CARE 114
COMMUNICABLE DISEASE 117
HEARING AND VISION SCREENING TESTS 122
IMMUNIZATIONS 123

MEDICATION FOR STUDENTS 128
PHYSICAL EXAMINATION - STUDENT 130
SERIOUSLY ILL STUDENTS AND PHYSICIANS' ORDERS REGARDING RESUSCITATION 131
HEALTH SERVICES PRACTICES AND PROCEDURES PREGNANT AND PARENTING STUDENTS 134
THE USE OF NALOXONE IN SCHOOLS 137
HEALTH SERVICES PRACTICES AND PROCEDURES 139
MEDICAL CANNABIS ADMINISTRATION 139
V. POLICE RELATED MATTERS AND CALLS TO EMS 142
REPORTING TO THE SUPERINTENDENT 143
911 PROTOCOL RELATED TO HEALTH SITUATIONS 144
POLICE AID 145
SEARCH AND SEIZURE, ARRESTS AND QUESTIONING ON SCHOOL PROPERTY 146
REPORTABLE OFFENSES 154
BOMB THREATS AND FIRE ALARMS 158
SUSPICIOUS PACKAGES 159
RAPE AND SEXUAL ASSAULT 160
VI. STUDENT RECORDS 161
STUDENT RECORDS 162
DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION 165
PROCEDURES FOR GRANTING INSPECTION AND REVIEW OF RECORDS: 169
PROCEDURE FOR REQUEST TO AMEND STUDENT RECORDS 171
MAINTAINING STUDENT RECORDS 173
NONPUBLIC STUDENT RECORD PROCEDURES 176
STUDENTS RECORDS RETENTION SCHEDULE 181
TRANSFERRING STUDENT RECORDS 184
TRANSCRIPTS 193
VII. STUDENT SERVICES 195
SCHOOL-BASED STUDENT SERVICES TEAMS 196
COMMUNITY AGENCY SUPPORT 200
CARROLL HOSPITAL CENTER (BEHAVIORAL HEALTH UNIT) TRANSITION GUIDELINES 201
COMMUNITY AGENCIES 203
VIII. SPECIAL PROGRAMS FOR STUDENTS 208
ALTERNATIVE PROGRAMS 209

PROCEDURES FOR IMPLEMENTING IEP/504 IN ALTERNATIVE PROGRAMS 213
HOME and HOSPITAL TEACHING PROGRAM 214
PROGRAMS FOR PREGNANT AND PARENTING STUDENTS 217
ALTERNATIVES TO FOUR-YEAR ENROLLMENT 218
ALTERNATIVES FOR STRUCTURING PROGRAMS 219
HOME INSTRUCTION 221
PROCEDURES FOR PARENTALLY PLACED PRIVATE SCHOOLED STUDENTS AND HOME-SCHOOLED STUDENTS 223
STUDENT SERVICES TEAM (SST) PROCESS 227
IX. STUDENT WELFARE 229
HOMELESS STUDENTS 230
CHILDREN IN FOSTER CARE 236
FREE AND REDUCED MEALS 240
STUDENT DRESS CODE 241
OUTDOOR ACTIVITIES WEATHER GUIDELINES 242
SUICIDE ATTEMPTS, THREATS OF SUICIDE AND SELF INJURY 244
INAPPROPRIATE STAFF INTERACTIONS WITH STUDENTS 246
GUIDELINES FOR EDUCATORS DEALING WITH SUBSTANCE ABUSE SUBSTANCE USERS WHO ARE SEEKING HELP 249
CHILD ABUSE OR NEGLECT GUIDELINES 252
GUIDELINES FOR CHILD ABUSE FOLLOW-UP QUESTIONING 259
CARROLL COUNTYPUBLIC SCHOOLS EMPLOYEE RESPONSIBILITIES FOR REPORTING CHILD ABUSE OR NEGLECT 260
CHILD ABUSE and NEGLECT 261
“MEGAN’S LAW” 262
GUIDELINES FOR STUDENT ELOPEMENT OFF SCHOOL PROPERTY 263
PARENT CHOICE TRANSFER 264
PERSISTENTLY DANGEROUS SCHOOLS 265
CLASS GROUPS AND ORGANIZATIONS 267
FREEDOM OF EXPRESSION IN STUDENT JOURNALISM 271
GUIDELINES FOR STUDENT NAMES AND GENDER IDENTITY NON-DISCRIMINATION 272
STUDENT REPRESENTATIVE OF THE BOARD OF EDUCATION 275
Use of Students Photograph, Video Image, or Voice for Educational Purposes 276
DISTRIBUTION OF PUBLICATIONS 277

OPEN COMMUNICATION 281
DISTRIBUTION OF MATERIALS 281
BY THE SCHOOLS AND SCHOOL ANNOUNCEMENTS 281
ADMINISTRATIVE PROCEDURES 281
ADVERTISING IN SCHOOLS 283
DISPLAY OF FLAG - PATRIOTIC EXERCISES 284
RELIGIOUS EXPRESSION IN SCHOOLS 286
MOMENT OF SILENCE 288
SUNDAY ACTIVITIES 289
COLLECTIONS FOR CHARITABLE AND RESEARCH PROJECTS 289
SCHOOL RELATED FUNDRAISING 290
PROTECTIVE EYE DEVICE 291
CARE OF SCHOOL PROPERTY BY STUDENTS 292
EMPLOYMENT OF MINORS 293
RIGHT TO CONSENT OF MINORS 295
STUDENT ACCIDENT INSURANCE 297
OFF CAMPUS SCHOOL SPONSORED ACTIVITIES 298
INDIVIDUAL STUDENTS LEAVING SCHOOL STUDENT/PARENT TRANSPORTATION 298
CARROLL COUNTY PUBLIC SCHOOLS EVACUATION GUIDELINES FOR PERSONS WITH DISABILITIES 299
STUDENT PARTICIPATION IN POLITICAL ACTIVITIES 302
FOOD & FOOD ALLERGIES 303
PROCEDURES FOR SERVICE ANIMALS IN SCHOOLS 304
X. STUDENT CODE 305
GUIDELINES FOR STUDENTS' RESPONSIBILITIES AND RIGHTS 306
GRIEVANCE AND APPEAL PROCEDURES 308
HIGH SCHOOL ELIGIBILITY 311
INTERSCHOLASTIC COROLLARY ATHLETIC FEE 312
RELIGIOUS OBSERVANCES 313

I. ENROLLMENT, ATTENDANCE, TRANSFER, EXIT, AND COMPLETION

ENROLLMENT IN SCHOOL

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 the 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.

A. 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).

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

- Documentation that must be presented by the parent in order to register their students:

B. 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 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 fore going 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.
- Official school record
- Official court document indicating child's birthdate.

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.

C. 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., utility, land-line phone, cable)
- 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.

D. 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).

E. 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.

F. 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.

G. 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 Guidelines for Student Names and Gender Identity Non-Discrimination).

H. Waiving the Enrollment Process:
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.

Special Education and Alternative Program Placements: The enrollment process is waived for special education students who are placed by the IEP team into a regional special education program or nonpublic school AND for students who are placed in an alternative program/school. This includes the requirement for a new student enrollment form, proof of residence, proof of immunizations, and proof of age. (If a student moves during the transfer, the receiving school shall obtain a new proof of residence). The student will be transferred out of the sending school and enrolled in the receiving school on the identified start date. That date will be determined during the IEP team meeting as the transition process is discussed, or in the case of an alternative program, the identified transfer date will be used. If the student does not show up on that date, then the first day of enrollment will be changed to align with the first day of attendance. The student's records will be sent upon receipt of a records request from the receiving school. NOTE: The waiver of enrollment does not apply to a student who is new to CCPS and placed in a regional special ed, nonpublic, or alternative program upon first entry into CCPS. Those students must complete the enrollment process.

I. Student who is a Registered Sex Offender: In accordance with state law, an eligible student who is a registered sex offender shall not attend a public school. The student may receive an education through a home and hospital program for students, a regional institute for children and adolescents, or a nonpublic educational program as provided by §8-406 of the Education Article if the registrant has notified an agent or employee of the nonpublic educational program that the registrant is required to register under this subtitle; and the registrant has been given specific written permission by an agent or employee of the nonpublic educational program to attend the nonpublic educational program.

J. 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.

K. Restrain, Seclusion, Threats, and Threat Assessments - Upon inspection of transfer student records, information regarding student restraint, seclusion, threats, and threat assessments shall be brought to the attention of a School Administrator or Pupil Personnel Worker who will collaborate with the Coordinator of Mental Health and Student Services to document the data in our CCPS databases.

L. 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.)

M. Foreign Adoptions/Visas-An IR2, IR3, or IH3 Visa indicates that the student has been legally adopted. If 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

N. 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.

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

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

Q. 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.

R. 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.

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

T. 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 childcare 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 III b. of this procedure.
        b. Proof of birth as identified in SectionIII.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 Section 504Plan;
    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.

U. Enrollment of Students in Military Families

Maryland is a member state that has enacted the Interstate Compact on Educational Opportunity for Military Children. This act along with Senate Bill 263 Education- Dependent Children of Active Service Members- Advanced Enrollment Procedures removes barriers to educational success for children of military families because of frequent moves and deployment of their parents. "Military Children", as it pertains to this legislation, refers to any school-aged child 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:

ENROLLMENT

An active military service member or other parent may complete all required enrollment forms remotely in advance of moving to the county. The school system cannot require an active service member or other parent to appear in person to complete enrollment documents prior to moving to the county.

The service member or other parent/guardian shall provide official orders that the active service member will be stationed or residing in Carroll County during the current school year. Within 10 days of the published arrival date on the service member's official orders, the active service member shall provide the following:

- Copy of the official orders to relocate and
- Proof of residence in the county (temporary on base lodging, a purchased or leased home or apartment, or any federal government housing unit or off-base military housing unit)

If the student has an individualized education program (IEP) or 504 plan, the receiving school shall ensure the student receives an appropriate education without undue delay.

In the event that the family moves out of the county, the student may maintain their enrollment for the remainder of the current school year.

EDUCATIONAL RECORDS

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.

IMMUNIZATIONS:

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.

EXTRACURRICULAR 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.

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.

I. 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 September1 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 childcare centers or registered daycare 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 October1 of the year in which he/she applies of 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 parents 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 schoolyear 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 beforeSeptember1 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) 21years 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, transition services, and availability of services.

ATTENDANCE

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 Bill232(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 the 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 teamdecision.
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 on the IEP, transition services, 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 care and control of a child who is 5 years old 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. If an appropriate educational placement is not available immediately, the county board shall make interim provisions for the education of the child until an appropriate placement becomes available.

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 care and control of a child who is 5 years of age or older and under16 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 3 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 5 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 career school
   i. Obtain 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 Corps 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 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 through the end of the current school year (July 31), 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 (Judy 31), or longer if requested by an Administrator or PPW. The late arrival/early dismissal log 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.

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 for 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 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.

G. The Principal of each school shall communicate the attendance regulations and procedures to students and parents/guardians each school year.

V. ATTENDANCE DEFINITIONS AND ABSSENCE CODES

A. ABSENCES/TARDINESS CODE CHART

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

B. Definitions

Chronic Absence: A student has been enrolled in a school for at least 10 days and has missed 10% or more of the school days for any lawful or unlawful reason while enrolled at that school.

Chronic Absenteeism: A student has been enrolled in a school for at least 10 days and is absent 10% or more of the school days while enrolled at that school. (A student can be counted as chronically absent in multiple schools, within the State, in the same year).

Days of Attendance: A student is attending an instructional program approved by the State, local school system, or school for greater than half the school day and the student is physically on school grounds or is participating in instruction or instruction-related activities at an approved off-grounds location.

Multi-Tiered System of Supports (MTSS): A proactive and preventative framework to foster growth and success by ensuring all students receive academic, behavioral, and social-emotional support utilizing multiple data points to identify students requiring intervention through three tiers of support.

Habitual Truant: A student who is enrolled 91 days or longer and is unlawfully absent 20% or more of the time.

C. Lawful Absences/Present Coding (In order of eSchool 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 Student 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 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, including participation in Civic Engagement.

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.

Note: Take your Child to Work Day should be coded E13 when the absence is pre-approved by the principal.

Both students and parents need to understand that some loss of learning opportunity is likely. For example, some schoolwork 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 an extended absence.

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 may be 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 may be 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.

"Extended Excused Absences"

For absences of three or more days, parents are encouraged to request assignments, however teachers are not required to provide work in advance. Any work not being provided in advance will be provided upon the student's return to school. Assignments provided are intended to support learning, however they do not replace nor replicate classroom instruction.

A student with a non-medical excused absence exceeding 15 consecutive school days shall be withdrawn from school. Schools should consult with Student Services staff regarding the appropriate exit code. For medical-related circumstances, refer to the Home and Hospital Guidelines.

D. 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 these circumstances without permission from the Student Services Department.

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

Code T80 - AM Only	Late to school	Unexcused
Code T82 - AM Only	Late to school	Excused
Code T81 - PM Only	Early dismissal	Unexcused
Code T83 – PM Only	Early dismissal	Excused

NOTE: If a student arrives so late or leaves so early that a ½ day absence applies, the ½ day absence code is used instead with a comment noting the time the student arrived or left.

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's absence and is not counted as an absence of any type.

F. Guidelines for recording absences in e School Plus:

Attendance Coding:	Regular Scheduled Day	1 Hour Delay	2 Hour Delay	2 Hour 45-minute Early Dismissal
Full Day	Present OVER 3 hours and 30 minutes	Present OVER 3 hours	Present OVER 2 hours and 30 minutes	Present OVER 2 hours
Half-Day	Present between 45 minutes and 3 hours and 30 minutes	Present between 35 minutes and 3 hours	Present between 30 minutes and 2 hours 30 minutes	Present between 25 minutes and 2 hours
Absent all day	Present less than 45 minutes	Present less than 35 minutes	Present less than 30 minutes	Present less than 25 minutes

1. 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 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.

2. Classes Scheduled Outside of the School Building

   Students who have classes scheduled outside of the school building shall be marked present during that time. (Release Time, Dual Enrollment, Work Release, Career Connections, etc.) An absence shall only be recorded for classes the student is scheduled to attend in the building.

   Example – Career Connections, Mod 1 & 2, Mod 3 & 4, in building

   AM – present PM – take attendance

   If a student is late to report from AM classes outside of the building, use RTS code to document late arrival in the afternoon:

   Example – RTS – "left Career Connections at 1:00, arrived at school at 1:30

   *The only exception to this is an out of school suspension. If suspended, S18 should be used for the entire day

VI. Procedures 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 parent/legal guardian or 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 withdrawn (W-50) after all efforts to locate the student have been exhausted, but no sooner than ten consecutive school days of unlawful absence.

2. Students who exhibit poor attendance:

Guidelines to address attendance concerns:
The teacher will contact the parent/legal guardian when an attendance concern arises If a student is absent10% or more

- School Counselor, or other appropriate staff 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 mailed
    - All attempts will be documented in eSchool Plus.

If a student is absent 15% or more

- Assistant Principal will initiate contact and send Assistant Principal Letter
    - Phone call to the parent
    - Meet with the parent
    - Meet with the student and parent
    - Attendance contract should be considered
    - Assign student to Saturday School for attendance
    - All attempts will be documented in eSchool Plus

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/legal guardian to develop a plan to improve student attendance. Strategies below may be implemented as appropriate:
    - Attendance contract, if not already implemented
    - Assign Saturday School for attendance
    - Referral to the "Promoting School Attendance" Program
    - Medical Verification
    - Referral to Removing Barriers to School Success (RBSS) program
    - Referral to CCC Attendance Mediation Program
    - Referral to STARS Program
    - Referral to Juvenile Services CINS (Middle School)
    - Referral to Mobile Student Outreach Program (MSOP)
    - Central Office Attendance Meeting
    - Referral to "Local Care Team" (LCT)
    - Referral to States Attorney's Office
    - All attempts will be documented in eSchool Plus

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.

Documentation:

At each level of investigation and intervention, documentation should 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.

VII. 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.

VIII. 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.

IX. 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.

X. 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 members to discuss policy in class

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

XII. Appeals Process

Grievance and Appeal procedures for addressing decisions made at the school and central office levels is included in the CCPS Informational Calendar- Student/Parent Handbook.

STUDENT ENTRY, TRANSFER, EXIT, AND COMPLETION CODE INFORMATION

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

Entry Status	Description
R – First Entry	Student is entering a Maryland Public school for the first time in the current school year
E – Entry by Transfer	Student is entering by transfer from Maryland Public School in the current school year or has previously been enrolled in a Maryland Public School within the current school year
N – Reentry	Student is returning to school following a withdrawal in the current school year

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.

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 schoolyear, 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.

Complete Listing of Entry and Transfer Codes

Entry Code		*Description*
1	(R)	First entry into any school - usually pre-kindergarten, kindergarten or first grade, or first entry into any school from home schooling. Valid only with entry status "R"
2	(R)	Continuing in the same school. Valid only with entry status "R"
6	(N)	Re-entry after involuntary withdrawal termination (Exit Status 'W'), by the school or local administration, from school during the current August—June reporting period. Valid only with entry code "N"
7	(N)	Re-entry after voluntary withdrawal termination (Exit Status 'W'), by the student, from school during the current August—June reporting period. Valid only with entry code "N"
8	(R)	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"
9	(R)	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"
		THESE CODES MAY BE USED WITH ENTRY STATUS 'E' OR 'R', or "T"
10		By transfer from another public school in the same LEA
13		By transfer from a Maryland public school outside the LEA
14		By transfer from a public school in another state or territory of the United States, or from a United States overseas dependent school
15		By transfer from a nonpublic school in the same LEA
16		By transfer from a Maryland nonpublic school outside the LEA
17		By transfer from a United States nonpublic school or institution in another state or territory of the United States
18		By transfer from a school (public or nonpublic) of a foreign country
21		By transfer from an evening high school program
22		By transfer from a state institution in Maryland with an educational program (See page C-58 for a list of state institutions)
24		Re-entry from home schooling pursuant to COMAR13A.10.01 after withdrawing (for transfer within the LEA only)
25		Parental choice transfer from a Title I public school designated for improvement into a school that has made adequate yearly progress (AYP) pursuant to COMAR13A.01.04.07
26		Transfer from a public school pursuant to Unsafe School Transfer Option 13A.08.01.20

Date of Entry

Record the date of entry based on the following criteria:

For students who enter on or before September30th, 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 on 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 students 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 Transfer/Exit Documentation Chart for required documentation for transferring or withdrawing a student.

Documentation Received within the 10-day window

- The sending school should code the student with the appropriate exit status 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 sending school 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 schoolyear 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 September30th, all students on the roll who have not reported since the first day of school should be exited.

Exit Status

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

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 sending school is held accountable until appropriate documentation can be presented.

- A student may be transferred or withdrawn from eSchool Plus upon notification from the parent/legal guardian, or at the direction 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 eSchool Plus listing the date of notification, the school or school system to which the student is transferring and the expected date of enrollment, and the date records are requested, and records are received.
- 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. (See List of Documentation for Transfers and Withdrawals found later in this section). This documentation shall be filed in the student cumulative record. (See Placement of Student Records Information in Section VI).
- A records request is still required for <u>all</u> transfers and must be filed in the student cumulative folder.

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 eSchool Plus. 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 school day 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 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).

Student 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 a 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 (See Juveniles Services Education Program Services (JSEP) procedures below)

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 the 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
- Garrett Children Center
- Greenridge Youth Center
- Lower Eastern Shore Children's Center
- Maryland Safe at Home Program
- Western Maryland Children's Center
- Victor Cullen Center
- Witness Protection Program

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 a T24.

Example 1: Student transfers to homeschool in a different LEA

LEA	CODE	COMMENTS
01	R24	Student enters public school from home schooling
01	T13	Student transfers out of LEA
02	E13	Student enters school in receiving LEA
02	T24	Student transfers to home school in receiving LEA

Example 2: Student transfers to homeschooling in another state

LEA	CODE	COMMENTS
01	T14	Student transfers Out-of-State

Students Enrolled in a Juvenile Services Educational Program (JSEP) – Senate Bill 497

1. Students placed in a Maryland Juvenile Services Educational Program will be dually enrolled until disposition on the detention is held. Upon continued detention, the student will be immediately transferred out of CCPS.
2. During that time, CCPS will collaborate with the educational program to provide instructional materials, if needed.
3. During dual enrollment the student will be coded "IS" Instructional Services in the daily attendance.
4. CCPS must send educational records within 3 days of placement.
5. CCPS must collaborate with the DJS facility to complete special education evaluations, determine eligibility, and develop an IEP
    a. The juvenile facility will convene an IEP meeting within 3 days of enrollment and invite the parent/legal guardian
    b. The LEA will provide compensatory services for any missed services prior to placement; JSEP will provide compensatory services for any missed services while in placement
6. A transition meeting must be held prior to the student transitioning back to CCPS and a discharge summary must be provided.
    a. The home school shall be given preference over an alternative school.
7. CCPS may waive local graduation requirements for students returning from a facility in 11th and 12th grades
8. CCPS will reimburse DJS for the basic daily cost of education if the student is in placement 15 consecutive days or longer, does not meet requirements for shared state and local payment, and was included in the FTE enrollment count

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 (COMAR13A.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"

30 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.

31 Academic. Student, 18 years and older, who drops out due to lack of academic success including low grades and/or grade retention.

32 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.

33 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.

34 Employment. Student, 18 years and older, certified by documentation and the student is unwilling to remain in a regular or alternative educational program.

35 Marriage. Certified by documentation.

36 Military Service. Certified by documentation.

38 Court Action. A student who is committed by court order to an institution without an educational program.

39 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.

40 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 13.A08.01.11 9(B) (2) expulsion is the exclusion of a student for more than 45 days.

41 Immaturity. Immaturity under age five. Used in prekindergarten, kindergarten, and first grade, with appropriate documentation.

42 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.

43 Death

44 Parenting. Any married or unmarried student, 18 years and older, who leaves a regular or alternative educational program due to this/her responsibilities for childcare and rearing of his/her children.

46 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).

50 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).

71 Pregnancy

85 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.

86 Alternative Program – MSDE Approved Program. Acceptance Letter from the MSDE Approved Alternative Education Program, or Statewide Educational Exit Interview Program.

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

89 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. See list of Documentation for Transfers and Withdrawal found later in this section "Transfer/Exit Documentation." This documentation 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.

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 eSchool Plus. 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 withdrawal, the school official should:

1. Determine the reason resulting in withdrawal and provide needed documentation.
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. Ensure that the parent/legal guardian or eligible student is informed of the pending withdrawal.
4. Complete an Exit Interview Form with the student and parent/legal guardian(high school students).
   a. C.O.M.A.R. 13A.08.01.07E requires school officials to conduct an educational interview with all students and/or their parent/legal guardian who leave school before graduation. 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, ensure that the parent/legal guardian is informed, and provide the student with information about GED programs.
   b. Implementation
      - School official attempts to hold a conference with withdrawing student and parent/legal guardian
      - School official completes the Exit Interview Form and provides GED information to the student.
      - 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 may be required to successfully complete a probationary placement in an alternative program, as determined by Student Services Department staff, before returning to a comprehensive high school. A re-entry conference should be held by Student Services staff to determine school placement.
5. Complete a W50 Form (elementary and middle school students).Date of Withdrawal
   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 July1).

D. Date of Withdrawal
   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).
   c. Refer to "Transfer/Exit Documentation" Chart for a list of acceptable documentation for a student transfer or withdrawal.

TRANSFER/EXIT DOCUMENTATION

Code	*Type of Transfer*	*Minimum Expectations of Appropriate Documentation*
10	to a public school in the same LSS	• Request for records from the receiving school • Record in the LSS's student information system
13	to a public school in Maryland	• Record in the State's data system • Cross-LSS Reconciliation • Request for records from the receiving school
14 **15** **16** **17**	to a public school in another state to a nonpublic school in the same LSS to a nonpublic school in MD to a nonpublic school in the US	• Request for records from the receiving school • Written record from an official in the receiving school acknowledging the student's enrollment • Documented conversation between school administrator/designee Email from parent/legal guardian or eligible student documenting the student transfer
18	to a school in a foreign country	• Written confirmation from parent/guardian or receiving school • Documented conversation between school administrator or designee and parent/guardian
21	to an evening high school program	• Record in the LSS's student information system • Request for records from the receiving school
22	to a MD state institution with an educational program	• Record in the State's data system • Request for records from the receiving school • Written record from an official in the receiving school acknowledging the student's enrollment • Documented conversation between school administrator/designee and a school or agency official or parent/guardian • Email from parent or DJS staff documenting the student placement
24	to Home Schooling in the same LSS	• Letter or email of homeschooling intent from parent/guardian • Home Schooling Notification Form
25	to a public school under School Choice	• Record in the LSS's student information system • Request for records from the receiving school
26	to a public school under Unsafe School Transfer Policy	• Record in the LSS's student information system • Request for records from the receiving school
99	Transfer in progress (local use only)	• Will be used to indicate student has unofficially transferred until appropriate documentation is received
30	Illness; ***exception*** to 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 parent or eligible student • Documented conversation between school administrator/designee and medical facility
31	Academic; over age of compulsory attendance	• Documented conversation between school administrator/designee and parent or eligible student • Exit Interview

Code	*Type of Withdrawal*	*Minimum Expectations of Appropriate Documentation*
32	Discipline; over age of compulsory attendance	• Documented multiple office referrals and/or suspensions • Documented conversation between school administrator/designee and parent or eligible student • 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	• Documentation of employment (i.e. Letter from Employer) • Exit Interview Form
35	Marriage; ***exception*** to compulsory attendance	• Documentation of marriage (i.e. Marriage Certificate) • Exit Interview Form
36	Military Service; ***exception*** to compulsory attendance	• Documentation of military service (i.e. Military Orders, Letter from Military Recruiter) • Exit Interview Form
38	Court Action; ***exception*** to compulsory attendance	• Court Order or documentation of court action
39	Economic Reasons; ***exception*** to compulsory attendance	• Documentation from a social agency • Exit Interview Form
40	Expulsion - ***Under*** Compulsory Age of Attendance	• Expulsion documents from the LSS
41	Immaturity under age 5	• Documentation of conversation between administrator/designee and parent • Kindergarten Attendance Immaturity Waiver
42	Special Cases with State Superintendent Approval; ***exception*** to compulsory attendance	• Documentation from Superintendent • Correspondence from parent/guardian including a letter or email • Documented conversation between school administrator/designee and parent/guardian
43	Death	• Correspondence from the parent/guardian including letter or email, or documented phone conversation. • Obituary or Death Certificate • Documented notification from law enforcement, other officials
44	Parenting; over age of compulsory attendance	• Documented conversation between school administrator/designee and parent or eligible student • Exit Interview Form
46	Expulsion - ***Over*** Compulsory Age of Attendance	• Expulsion documents from the LSS
50	Not Accessing Educational Services (includes whereabouts unknown)	• Memo to the student record from a school administrator/designee (W50 Form signed by PPW) • Exit Interview Form
71	Pregnancy; over age of compulsory attendance	• 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 atten.	• Acceptance Letter from Job Corps or Maryland National Guard Freestate ChalleNGe Program • Exit Interview Form
88	GED; over age of compulsory attendance	• Documentation of DLLR FORM • Exit Interview Form
89	Deferred Diploma	• Documentation of reason for deferral from parent, or staff • Exit Interview Form

COMPLETION (GRADUATION) 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.

Exit Code	Description *(Exit Status 'C')*
60	Completed requirements for a Maryland High School Diploma
62	Student with a disability who completed requirements for a Maryland High School Certificate of Program Completion
70	Early College Admission Program
72	P-Tech

Endorsements on the Student Diploma/Certificate

Students may earn the following MSDE Endorsements upon completing school. These endorsements shall be displayed as SEALS on a student's transcript when the transcript is printed. A student may earn more than one Endorsement.

Diploma Endorsements:

- CCR – College and Career Ready
- CTE – Career and Technical Education
- Biliteracy

Certificate of Program Completion Endorsements:

- Post-Secondary Education
- Career and Work Readiness
- Community and Citizenship

Endorsements are calculated and recorded via the following procedures:

Automatic Calculations maintained by Tech Services:

- CCR
- CTE

Verification of Eligibility and Data Entry by Staff in the School Counselor Web Center "Test Info" section as identified below:

- Biliteracy – Supervisor of World Languages
- Post-secondary Education – Special Education Coordinator of Secondary Transition
- Career and Work Readiness – Special Education Coordinator of Secondary Transition
- Community and Citizenship – Special Education Coordinator of Secondary Transition

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, a C62 completion code will be used.

If after receiving a Maryland High School Certificate and prior to age 21, the student chooses to enter 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 grade12 and completed with a C70at 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 his/her junior year. T-15 To a college in their LEA
T-16 To a college outside 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 eSchool Plus. 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 eSchool Plus procedures can be found on the eSchool Plus Resource Center on the Web Portal.

OUT OF DISTRICT
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 a public school 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-DISTRICTREQUEST)

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

Out of District Regulations

Administrative Regulations JEA: Students Attending School Out of Attendance Areas 1 of 2

Link to Administrative Regulations Student Section

Non-Resident Regulations:

ADMINISTRATIVE REGULATIONS JECB: ADMISSION OF NON-RESIDENT OUT-OF-COUNTY

Link to Administrative Regulations Student Section

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 for 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 guardian shall have final decision making authority regarding the educational needs of the child.

PUPIL TUITION CHARGES FOR SCHOOL YEAR 2025-2026

Out-of-County

These students are charged only the local cost of education for the current year $10,211

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.

$18,530

July 2026

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 has not been adjudged incompetent under state law and there is documentation that:

- The parents are unavailable or unknown, and the child requests that the parental rights be transferred to the child rather than have a parent surrogate appointed;
- The parents have not participated in the special education decision making process for the child after repeated attempts by the public agency to involve the parents over the previous year;
- The parents have affirmatively rejected participation in the special education decision making process;
- The parents cannot participate in the special education decision making process due to prolonged hospitalization, institutionalization, or serious illness or infirmity of one or both of the parents and the parents have consented to the transfer of rights to the child;
- The parents cannot participate in the special education decision making process due to extraordinary circumstances beyond their control, and the parents have consented to the transfer of rights to the child; or
- The child is living outside of the parents' home and is not in the care or custody of another public agency.

If the parents of a child with a disability, with whom the child resides, do not consent to the transfer of rights to the child at the age of 18, and the child has not been adjudged incompetent under State Law, either party may file a due process complaint to determine whether the rights should be transferred.

If a child with a disability has been represented by a parent surrogate in accordance with federal and State laws and regulations, the public agency shall provide any written notice required under federal and State laws and regulations to both the child and parent surrogate. All other rights afforded the parent surrogate under IDEA shall transfer to the child if the child has not been adjudged incompetent under State law and the child requests that the rights transfer.

eSchool Plus 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

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.
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 School Plus (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.

8/94, 5/05, 10/11

FOREIGN EXCHANGE STUDENTS

Please click link for Regulations: JECBA - Foreign Exchange Students.pdf (carrollk12.org)

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'sproperty, or both, when such person, by statutory definition of 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 guardianship is 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 'pendente lite' guardianship.

    d. Guardian ad Litem: A court-appointed individual who, for the purpose of pending litigation, puts him/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 fieldtrip, 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 who 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 rights 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 that is 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 her/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. Guardianship is 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 parental involvement as 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, 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 that he/she is unable to pay the fee.

    h. Refer all questions or disagreements to the school principal.

i. On an annual basis, the principal shall review procedures with staff for responding to parent requests for student information.

3. Parent Visitation at School

a. Request 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 a certain decision and are notable 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 schools 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 a legal right 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 who 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 educational 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, step-parent, 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 a place of a parent of 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 decision making 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 or 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 was 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 surrogate 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.

Age of Majority – See "Age of Majority" section for procedures

III. Children in State Supervised Care – Includes 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, of the Department of Juvenile Services.

1. Educational Decision Making:

"General education decisions" means decisions involving non-special education services, including but not limited to, fieldtrip 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 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
    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
- Person 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 timelines set forth in Education Article, §8-412, annotated Code of Maryland. A Parent Surrogate application must be submitted to the Special Education Department for review.
- 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 honored unless 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.

Rev. 3/09,7/10,1/12, 5/20 7/2020

Parental Rights and Restrictions Regarding Access to Students and Student Information

Custody/Legal Guardianship	Enroll / Withdraw	Educational Decisions	Pick up student	IEP Decisions	504*** Only for Consent to Assess	School Records/ HAC	Visit School/ Observe	Teacher Conferences	Receive Routine Communications **
COURT ORDERS ON FILE									
Sole Legal and Sole Physical	Yes, 3	Yes, 3	Yes, 3	Yes, 3	Yes	Yes	Yes	Yes	Yes
Joint Legal: Primary Physical	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Joint Legal: Non-primary Physical	No, 12 *	Yes, 13	No, 15	Yes, 14	Yes, 14	Yes, 14	Yes, 14	Yes, 14	Yes
Joint Legal and Joint Physical	Yes, 13,16	Yes, 13	No, 15	Yes	Yes	Yes	Yes	Yes	Yes
Legal Guardianship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Non-Custodial Parent (no legal custody; only visitation)*	No, 12 *	No, 12 *	No, 1 or 2 *	Yes, 14	Yes, 14	Yes, 14	Yes, 14	Yes, 14	Yes
Split Custody	Yes, 4	Yes, 4	Yes, 4	Yes, 14	Yes, 14	Yes, 14	Yes, 14	Yes, 14	Yes
SEPARATION: NO COURT ORDER									
Primary Care Parent (registered parent)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Non-Primary Care Parent	No, 12 *	Yes, 5, 13	No, 1 or 2	Yes	Yes	Yes	Yes	Yes	Yes
OTHER DOCUMENTS									
Formal Power of Attorney	No, 7	No, 7	No, 1, 2 or 7	No, 7 or 11	No, 7	No, 7	No, 7	No, 7	Yes
CCPS Parent Consent Form	No	No	No, 1	No	No	No, 1	No, 1	No, 1	Yes
OTHER PERSONS									
Foster Care Parent	Yes, 9	Yes, 9	Yes, 9	No, 11	Yes, 9	Yes, 9	Yes, 9	Yes, 9	Yes
Step Parent	No	No	No, 1 or 2	No, 17	No	No	No, 10	No, 10	Yes
Parent Partner	No	No	No, 1 or 2	No	No	No	No, 10	No, 10	Yes
DJS or DSS Caseworker, Best Interest Attorney, CASA Worker	Contact PPW for direction.								

1. Unless with permission of the custodial parent/primary care parent/legal guardians
2. Unless the parent/legal guardian cannot be reached in case of an emergency and the person is listed on the emergency card. Check eSP for critical alerts.
3. Only this parent may make decisions
4. This parent only makes decisions for the child(ren)for whom they have custody
5. This parent may make decisions when the child(ren)is in his/her care
6. Unless with approval of the Pupil Personnel Worker or Student Services Department
7. Unless specified in a court order or 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 accompanied by the parent
11. Unless the court has granted limited guardianship for education decision-making rights OR the person is designated as a parent surrogate by CCPS.
12. Unless with written permission from the parent who has primary physical custody.
13. Unless the registered parent disagrees.
14. Unless prohibited in the legal document/court order
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 non-custodial parent is granted written permission to enroll the child in school, he/she has the same educational rights as the custodial parent

** Routine Communications include 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.

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Emergency Card Parent Information Chart

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.

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

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 will print 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

<u>What information can I enter as a Critical Alert in the Student Notes section and how do I enter it?</u>

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 Permission 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.
   - **"Consult Admin RE Supports"** – this indicates the student has a confidential support plan, staff need to see Admin
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.

<u>What can I enter in the Contact Notes for student Contacts (found in the Student/Contact Relationship Section)?</u>

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.

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.

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II. DISCIPLINE

DISCIPLINARY PROCEDURES

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 discipline 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. Discipline should reflect the goals of fostering, teaching, and acknowledging positive behavior.
3. When appropriate, discipline 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, choice 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 Teaming, 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 promotes 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 discipline referrals 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, suspension 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 Programs that deal with:
    - Smoking
    - Attendance
    - Conflict resolution
    - Promoting reasonable choices
11. Assignment to CLASS (Center for Learning, Accountability and Student Success)
12. Withdraw of privileges, i.e., driving to school, extra-curricular activities
13. Short term removal of technology privileges (including request to technology services department to block network access for portable electronic devices).
14. Implementation of reparations for misconduct or property damage:
    - Repair of damaged property
    - Participation in school community service (summertime included)
    - Restitution through monetary payment
15. Consultation with school psychologist or pupil personnel worker
16. Referral to in-school or community mentor
17. Long term removal of technology privileges (including request to technology services to block network access for portable electronic devices).
18. Referral to mediation
19. Attendance of parent with student to area where student displays inappropriate behavior, i.e., class, lunchroom, bus, etc.
20. Referral to outside agencies such as Department of Juvenile Services, Carroll County Youth Services Bureau, Department of Social Services, etc.
21. Utilization of a special placement pending parent conference
22. Referral for enrollment in alternate programs, i.e., Gateway School, Flexible Student Support, Crossroads Middle School, 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 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 <u>not</u> constitute suspension as defined by COMAR 13A.08.01.11. In such cases, official suspension forms will <u>not</u> 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: All above criteria for ISI must be met in order for ISI to 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.

G. **Center for Learning, Accountability and Student Success (CLASS)**

CLASS (Center for Learning, Accountability and Student Success) is an in person, alternative-to-suspension disciplinary consequence designed to support student behavior through reflection, skill-building, and continued access to academic instruction. Students assigned to CLASS engage in structured behavior reflection to examine the impact of their actions on themselves and others while receiving direct academic support delivered by a licensed educator.

These guidelines must be followed:

1. Assignment to CLASS will be made by an administrator and/or designee.
2. Notification will be provided to parents/legal guardians.
3. Outline of CLASS:

a. Located on the campus of the Gateway School.
b. Students will utilize their customary means of transportation to and from their home school and be provided transportation to and from their home school to the Gateway school.
c. Students will engage in classwork commensurate with the program afforded to the student in the regular classroom.
d. IEP services and IEP and 504 accommodations will be provided to students attending CLASS.
e. Students attending CLASS will be marked present.

Ⅲ. In-School Suspension Section7-305, COMAR13A.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.

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 the in-school suspension.

Ⅳ. Suspension and Expulsion Section 7-305, COMAR13A.08.01.11Boardof Education Policy JDG

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 of serious harm to 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 behavior 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 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.

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 of serious harm to other students or staff;

(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 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 prepare 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 a school liaison 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 written appeal shall include the basis of the appeal. 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 Appeals 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 immediately shall 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 readmitted 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 may 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 receive services at the Special Education Suspension Center (SESC) or another location determined by the Principal in consultation with the suspension liaison and case manager. The student 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 in consultation with the Principal and case manager, who will communicate weekly by phone or email with the suspended/expelled student and/or parent. Additionally, the student may be assigned to the Extended Suspension Tutoring Center (ESTC), a Saturday School Program. Grades, attendance, and special education case management will be maintained at the homeschool.
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 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), IDEA04 Amendments (PL108-446)

Students who have been identified with a disability may be suspended from school including ESY, no more than ten days in a school year. Any suspension during ESY will be attributed to the preceding 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 underIDEA.
- 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 interim alternative educational setting (IAES);
- another educational setting or
- a suspensionof10 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. A disciplinary removal during ESY counts towards the total days of removal during the previous school year.

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, including ESY), 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 interim alternative educational setting, (IAES) for drugs, weapons, or serious bodily injury, the student continues 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 determine 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 Educational 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) for up to 45 school days

1. The School Principal/Designee determines that the behavior warrants a suspension under an IAES.
2. The Principal submits an Extended Suspension Checklist and packet to the Superintendent.
3. Within 10 days of the initial suspension, the Superintendent or Designee must conduct an investigation and hold a hearing with the student and their parent/legal guardian to determine whether the student's return to school would pose an imminent threat of serious harm to other student's or staff and determine the length of the removal for up to 45 school days.
   a. If an imminent threat of serious harm is determined, the student will be removed to an IAES for up to 45 school days as determined by the Superintendent or Designee. The Principal shall instruct the IEP team to immediately convene an IEP meeting. At this meeting the IEP team will conduct a manifestation determination and determine the IAES placement, including the services and supports to be received at the IAES placement. Upon the decision, the Special Education Supervisor will notify the School Principal of the IAES placement determined by the IEP team. The student shall be immediately enrolled in the identified placement.

      NOTE: If the behavior is determined to be a manifestation of the student's disability, the student may still be placed in the IAES placement determined by the IEP team for up to 45 school days

   b. If the Superintendent or Designee determines the student does NOT present an imminent threat of serious harm, the student may NOT be placed in the 45-school day IAES. The student shall be returned to school after serving any remaining days of the initial suspension. If the student exceeded 10 days of suspension during this process, a manifestation meeting must be held. The IEP team should convene to review the IEP and, as appropriate, revise the IEP to address the behavior which led to the initial IAES request.
4. Prior to the end of the 45-school day IAES, 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 (46^{th}) school day or request an IEP meeting to determine a placement in the least restrictive environment prior to the 46^{th} 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 parent consent specified in the policy.

VI. Student Discipline Records:

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.

    NOTE: Suspensions involving drug/alcohol violations and high risk threats, imminent threats, and violent acts are cumulative over a student's school career beginning with the age of responsibility (seven [7] 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.

    a. Other disciplinary information, including electronic systems will be maintained until the student reaches 21 years of age.

B. Transfer of Discipline Records

1. Suspension notices must be sent to other schools or other school systems when a student transfers.
2. 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.

VII. **Maryland State Department of Education: Student Suspension System Codes**

A. Suspension Offenses and Definitions/Health Related Exclusion Categories

1. Suspension Offenses & Reporting Codes

Attendance*

101 Class Cutting
102 Tardiness
103 Truancy
*In School Suspension Only

Dangerous Substances

201 Alcohol
202 Inhalants
203 Drugs/Controlled Substances
204 Tobacco/Vaping

Weapons

301 Firearms
302 Other Guns (e.g., BB guns, starter pistols, cap guns)
303 Other Weapons

Attacks/Threats/Fighting

401 Attack on Adult
402 Attack on Student
403 Threat to Adult
404 Threat to Student
405 Fighting
406 Extortion
407 Bullying/Harassment
408 Serious Bodily Injury

Health Related Exclusions

001 Immunizations
002 Personal Health

Arson/Fire/Explosives

501 Arson/Fire
502 False Alarm/Bomb Threat
503 Explosives (e.g., Bullets, firecrackers)

Sex Offenses

601 Sexual Assault
602 Sexual Harassment
603 Sexual Activity

Disrespect/Disruption

701 Disrespect
704 Disruption
706 Dress Code

Other

801 Academic Dishonesty
802 Inappropriate Used of Personal Electronics
803 Theft
804 Trespassing
806 Destruction of Property

Students with Disabilities Only

891 Sells or Solicits Sale of Controlled Substance
892 Possesses or Uses Illegal Drugs
893 Bringing or possessing a firearm onto school property or to a school-sponsored activity

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 pocketknife with a blade less than 2 ½ inches in length. (See 19 U.S.C.§930) (COMAR13A.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. COMAR10.06.01.06

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.

Disposition Code	Description	Definition
910	Out-of-School Short-Term and Long-Term Suspension-Educational Services Provided	Short-term suspension for up to but not more than 3 school days or long-term suspension between 4 and 10 school days with educational services provided (Principal's decision aligned with COMAR 13A.08.01.11B(5) and (9)).
911	Out-of-School Extended Suspension– Educational Services Provided	Extended suspension between 11 and 45 school days – superintendent's/designee's decision with educational services or alternative placement offered (excluding 45 school days unilateral removal of students with disabilities and hearing officer removal) (COMAR 13A.08.01.11B(3)).
913	Out-of-School Suspension-Educational Services Rejected	Educational services offered and rejected by parent/guardian/student.
940	Expulsion-Educational Services Provided	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.
941	Expulsion-Educational Services Rejected	As intended in COMAR13A.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.
Students with Disabilities Only		
912	Out-of-School Suspension– Students with Disabilities-misconduct determined to be manifestation of disability.	For a student with a disability for which it was subsequently determined that the misconduct was caused by or had a direct and substantial relationship to the student's disability; or was the direct result of the local school system's failure to implement the student's IEP. The student is immediately returned to school. 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.
920	Out-of-School Suspension- Students with Disabilities-(45 School Days Unilateral Removal)	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 sell or solicits the sale of a controlled substance, or inflicts serious bodily injury while at school or, on school premises, or a school 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 placement.
930	Out-of-School Suspension – Students with Disabilities– Hearing Officer Removal	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.

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.

Indicate (Y) or (N)		Incidents with injury include those in which one or more students, school personnel, or other persons on school grounds require professional medica attention. Examples include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches. (U.S. Department of Education C136-Discipline File Specifications2009)
Other Exclusions		
950	Health Related Exclusion	Student excluded from school due to lack of "immunizations" or for "personal health" problems
960	In-School-Suspension	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.

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.

0	None	No educational services
1	Alternative Education	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).
2	Streaming/On-line	Instruction through the electronic transfer of information/skills (web-based; computer-learning based; virtual classroom; digital collaboration).
3	Class Work Sent Home	Assignments taken from lessons taught in student's classes; sent home for completion; returned to school for grading.
4	At-Home Instruction	Direct instruction in student's home or other location; focus on core subjects
9	Other	Other educational services developed and implemented by the LEA.

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

301	302	303	503
Firearms	**Other Guns**	**Other Weapons**	**Explosives**
Handgun Rifle Shotgun Starter Pistol .32 Caliber Gun .22 Semi-Automatic 9mm Gun Bomb Grenade Missile Rocket **Reminder** Federal Report has 3 categories: 1. Handguns 2. Rifles/Shotguns 3. Other Firearms:(i.e. Bombs, Grenades, Rockets, Starter Pistols)	BB Gun Flare Gun Look-Alike Gun (i.e. cap gun, water gun) Nail Gun Paint Ball Gun Pellet Gun	Awl Bowie Knife Brass/Metal Knuckles Chemicals Dart Exacta Knife/Box Cutter type knife Hammer Hypodermic Needle Knife Laser Pointer Metal Pole Nunchakus Pepper Spray Pocketknife(2 ½ or longer blade) Pocket Knife (smaller than 2 ½ blade) Poison Razor/Razor Blade Scissors Screwdriver Sling Shot Steak Knife Switchblade Throwing Star	Bullet Cherry Bomb Dry Ice in Bottle Exploding Pen Firecrackers Gas Odor Bomb Gun Shells Lighter M-80 Model Rocket Fuel Molotov Cocktail Shotgun Shell Smoke Bomb Stink Bomb
*See Students With Disabilities Only for codes that should be utilized for special education students. Rev. 10/15			

C. Suspension Offense Definitions 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.	
Academic Dishonesty	Plagiarizing, such as by taking someone else's work or ideas (for student's grades 6- 12); Forgery, such as faking a signature of a teacher or parent; or cheating.
Alcohol	Being under the influence of alcohol; Using/possessing alcohol; Distributing/selling alcohol
Arson/Fire	Intentionally setting or attempting to set a fire or helping others to set a fire without intent to or possibility of endangering others; Intentionally setting a fire or helping others to set a fire with the intent to endanger others or with the result of destroying valuable property.
Attack on Adult	Intentionally shoving, pushing, or otherwise being physically aggressive toward an adult in the context of a fight.(e.g., bodycheck; intentionally bumping; but not horseplay); Intentionally engaging in a fight with an adult(which may be small, spontaneous, and short and/or result only in minor cuts, scrapes, and/or bruises); Intentionally engaging in a fight with an adult, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on listed factors in the State Guidelines.
Attack on Student	Intentionally shoving, pushing, or otherwise being physically aggressive toward a student in the context of a fight. (e.g., body check; intentionally bumping; but not horseplay); Intentionally engaging in a fight with a student (which may be small, spontaneous, and short and/or result only in minor cuts, scrapes, and/or bruises): Intentionally engaging in a fight with a student, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on listed factors in the State Guidelines.
Bullying/Harassment	Engaging in harassment; engaging in persistent bullying including cyberbullying.
Class Cutting	Failing to attend a class after arrival at school, without an excused reason; persistently failing to attend a scheduled class, after arrival at school, without an excused reason.
Destruction of Property	Causing accidental damage; Intentionally causing damage to school/other's property; Intentionally causing damage to school/other's property, where the act is especially serious based on listed factors in the State Guidelines.
Disrespect	Making intentional and harmful gestures, verbal or written comments, or symbols to others e.g., verbal put-downs, cursing, talking back); Being insubordinate; Repeatedly or persistently disrespectful, in defiance of authority.
Disruption	Intentionally engaging in minor behavior distracting from the learning environment; Intentionally and persistently engaging in minor behavior that distracts from the learning environment (e.g., talking out of turn, throwing small items, horseplay); Intentionally engaging in moderate to serious behavior that distracts from teaching and learning, and directly affects the safety of others. (e.g., throwing harmful items, sending incendiary texts/social media messages, disrupting a fire drill
Dress Code	Violating dress code after student has been warned; persistently violating dress code after being warned.
Drugs/Controlled Substances	Unauthorized use/possession of non-illegal drugs; Being under the influence of illegal drugs; Using/possessing illegal drugs; Distributing/selling non-illegal or illegal drugs
Explosives	Possessing an incendiary or explosive device or material or any combination of combustible or explosive substances, other than a firearm, that can cause harm to people or property (e.g., firecrackers, smoke bombs, flares; but NOT "snap pops," which should be treated as a disruption); Detonating or threatening to detonate an incendiary or explosive device or material, including those described above.
Extortion	Using a threat (without a weapon) to get a person to turnover property; Engaging in persistent extortion.
False Alarm/Bomb Threat	Initiating a warning of a fire or other catastrophe without cause;(e.g., pulling a fire alarm or misusing 911); Making a bomb threat or threatening a school shooting.

Fighting	Intentionally shoving, pushing, or otherwise being physically aggressive toward another in the context of a fight. (e.g., body check; intentionally bumping; but not horseplay); Intentionally engaging in a fight(which may be small, spontaneous, and short and/or only in minor cuts, and scrapes, and/or bruises); Intentionally engaging in a fight, which may be large, pre-planned, extended, and/or resulting in major injuries like a broken limb or otherwise especially serious based on listed factors in the State Guidelines.
Firearms	Possessing or possession of a firearm as defined in 18 U.S.C. §921 (e.g., handgun, rifle, shotgun). Refer to the federal code for the complete definition. See also Other Guns.
Inappropriate Use of Personal Electronics	Having out a personal electronic device after student has been warned; Persistently having out a personal electronic device, in a defiance of school rules.
Inhalants	Being under the influence of inhalants; Using/possessing inhalants; Distributing/selling inhalants.
Other Guns	Possessing, using, or threatening to use a look-alike gun; (e.g., water guns); Possessing, using, or threatening to use an unloaded/inoperable non-firearm gun; (e.g., pellet guns, BB guns); Possessing, using, or threatening to use a loaded/operable non-firearm gun.
Other Weapons	Possessing an implement that could potentially cause injury, without intent to use it as a weapon; Possessing an implement that could potentially cause injury with intent to use it as a weapon; Using or threatening to use as weapon an implement that is likely to cause serious bodily harm.
Serious Bodily Injury	Intentionally misbehaving in a way that unintentionally causes serious bodily injury; Intentionally causing serious bodily injury.
Sexual Activity	Engaging in inappropriate behavior of a sexual nature (e.g., indecent exposure, inappropriate texts of a sexual nature).
Sexual Attack	Intentionally engaging in behavior towards another that is physically, sexually aggressive.
Sexual Harassment	Engaging in sexual harassment, (e.g., intentional unwelcome sexual advances, requests for sexual favors, other intentional inappropriate verbal, written, or physical conduct of a sexual nature).
Theft	Intentionally taking property without owner's permission, where the taker is an elementary school student; Intentionally taking property without owner's permission; Intentionally taking property without owner's permission, where the theft is especially serious based on listed factors in the State Guidelines.
Threat to Adult	Expressing-orally, in writing, or by gesture – intent to do physical harm to an adult; Engaging in persistent threats to an adult.
Threat to Student	Expressing-orally, in writing, or by gesture-intent to do physical harm to a student; Engaging in persistent threats to a student.
Tobacco/Vaping	Using/possessing tobacco/e-cigarettes/vapes.
Trespassing	Being on school property without permission, including while on suspension or expulsion
Tardiness	Arriving late more than once to class or school, without an excused reason; persistently arriving late to class or school.
Truancy	Being absent from school without an excused reason; being truant

Student Discipline Records: Discipline 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 21 years of age.

2. Other Disciplinary Information – is documented in the online discipline system.
3. Transfer – Suspension Notices–current year

    a. Electronic Discipline Records shall be maintained until the student becomes 21 years of age.
    b. Hardcopies/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, 8/25

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 person 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

STUDENT BULLYING, HARASSMENT, INTIMIDATION, DISCRIMINATION, OR HAZING

Administrative Regulation JICK: Student Bullying, Harassment, Intimidation, Discrimination, or Hazing

Link to Administrative Regulations Student Section

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

Administrative Regulation JGA: Corporal Punishment

Link to Administrative Regulations Student Section

Destruction Of 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 school work 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)*

8/97

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 activities that violate 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 affected.

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 the 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 employee 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 or 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 of 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

Administrative Regulations JICJ Portable Electronic Devices

STUDENT EXCLUSION, PHYSICAL RESTRAINT, AND PROHIBITION OF SECLUSION

ADMINISTRATIVE REGULATION JLI: STUDENT EXCLUSION, PHYSICAL RESTRAINT AND PROHIBITION OF SECLUSION

Link to Administrative Regulations Student Section

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 discharge thereof..."

III. Implementation:

Should a student be in violation of these laws or be in possession of ammunition at school functions 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

GANGS, GANG ACTIVITY AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR

POLICY ADDA: GANGS, GANG ACTIVITY, AND SIMILAR DESTRUCTIVE OR ILLEGAL GROUP BEHAVIOR

Link to Administrative Regulations Foundations and Basic Commitments

THREATS, VIOLENT ACTS, FIREARMS, AND WEAPONS PROHIBITED

ADMINISTRATIVE REGULATION ADD: 1 OF 2 THREATS, VIOLENT ACTS, FIREARMS AND WEAPONS PROHIBITED

Link to Administrative Regulations Foundations and Basic Commitments

ADMINISTRATIVE REGULATION ADD 2 OF 2: WORKPLACE-RELATED THREATS, VIOLENT ACTS, FIREARMS AND WEAPONS PROHIBITED

Link to Administrative Regulations Foundations and Basic Commitments

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/Legal Guardians 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 severity of 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

turn off the bells so students will remain in their present rooms until the unrest is under control.

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.

STUDENT SUBSTANCE ABUSE

ADMINISTRATIVE REGULATION JPA SUBSTANCE ABUSE

Link to Administrative Regulations: Students

TRESPASS LAW

Section26-102 Of The Public School Laws Of Maryland

Trespass on the grounds of a public institution of elementary, secondary, or higher education

I. Denial of access to schoolgrounds

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

3. 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 exceeding6 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. Sample letters are available to administrators.

III. GRADING AND GRADUATION

GRADING, HOMEWORK, AND COMMUNICATING STUDENT ACHIEVEMENT

ADMINISTRATIVE REGULATION IKAB: GRADING, HOMEWORK, AND COMMUNICATION STUDENT ACHIEVEMENT

Link to Administrative Regulations: Instruction

NOTE: Please see CCPS Student/Parent Handbook for Graduation Requirements

Grade Change Procedure

When a staff member learns of a grade change inquiry following the date of distribution of Report Cards, the staff member will:

- Direct the inquiry to the teacher of record for the course or to an administrator
  - The teacher of record for the course may initiate the Report Card Grade Changing Procedures or direct the person with the inquiry to initiate the Report Card Grade Appeals Process as outlined in Administrative Regulation IKAB
  - The administrator may direct the person with the inquiry to the teacher of record for the course or direct the person with the inquiry to initiate the Report Card Grade Appeals Process as outlined in Administrative Regulation IKAB

Note: Grade changes for students who are participating in grade recovery opportunities will be managed in alignment with Administrative Regulation IKAB and the roster of grade changes will be maintained as outlined below.

Should a grade change be made as a result of the inquiry, a Grade Change form will be completed as outlined in Administrative Regulation IKAB. The principal will maintain all Grade Change forms in a folder for each school year. This folder will be maintained for the duration of the school year in which the Grade Change form was completed through the end of the following school year at which time the Grade Change forms will be destroyed. Example: Grade Change forms completed during the 2022-23 school year will be destroyed during the summer of 2024.

11/2024

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:

$$\frac{\text{\# of weeks @home school x grade} + \text{\# of weeks @Gateway x grade}}{\text{Grading period (9 or 18 weeks)}}$$

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 ESchool Plus 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:

$$\frac{\text{\# of weeks @home school x grade} + \text{\# of weeks on Home Teaching x grade}}{\text{Grading period (9 or 18 weeks)}}$$

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. NOTE: Final exams required by the state of Maryland will need to be administered.

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 home school, 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:

$$\frac{\text{\# of weeks @home school x grade + \# of weeks at SSC/CRD x grade}}{\text{Grading period (9 or 18 weeks)}}$$

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 schoolyear.

Revised 8/03, 7/05,11/05,7/10, 5/12

AUDITING OR WITHDRAWAL FROM CLASSES BY STUDENTS

Credit-bearing courses in Carroll County Public Schools may be taken for audit. Students may also withdrawal from a credit-bearing course. Administrative Regulations IHA AUDITING OR WITHDRAWAL FROM CLASSES BY STUDENTS govern the process for Audit and Withdrawal. CCPS regulations do not apply to transcripted course(s) taught outside of Carroll County Public Schools, e.g. Dual Enrollment. The practices of the institution delivering the course(s) will be followed and documented on the student's transcript accordingly.

Link to Regulation IHA

IHA - Auditing or Withdrawal from Classes by Students.pdf

I - Instruction - All Documents

PLACEMENT, PROMOTION, AND RETENTION AND ACCELERATION

IKE: ADMINISTRATIVE REGULATION IKE: PLACEMENT, PROMOTION, INTERVENTION, RETENTION AND ACCELERATION

Link to Administrative Regulations: Instruction

Additional Procedures for Service Learning

1. Student 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 pro-rated for students transferring into Carroll County Schools from private or out of state schools after the completion of their freshman year. Students 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

IV. 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 in 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.*

V. Other Provisions for Earning Credit. In addition to earning credits during the regular school day and year, 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. Evening High or Part Time School Programs : A local school system may provide evening school and other programs for credit as an extension of or in lieu of the regular school program.
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.

F. 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: COMAR 13A.03.02.04 H (2)
A student who would be eligible to graduate but for obtaining credit in English 12 may obtain that credit by taking a State-approved examination and achieving a passing score as defined by the Maryland State Department of Education. The credit-by-exam option, as specified in COMAR, is only available to students who have already completed all requirements for the Maryland High School Diploma except for credit in English12.

Students who would like to obtain a Maryland high school graduation credit-by-exam for English we must:

- Declare their intention to test out by the fall of Grade 11.
- Take the Advanced Placement Language and Composition Exam which is administered in the spring. Students are NOT required to complete the corresponding Advanced Placement course to take the exam: and
- Be aware that results from the AP exam may not be available until July, which would result in a diploma being conferred after the official graduation ceremony.

Current Requirement	Minimum Score
Advanced Placement Language and Composition Score	3
SAT Evidence-Based Reading and Writing	650

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 circumstances.

G. 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 pre-established curricular objectives.

VI. Alternatives to Four Year Enrollment in a Public High School
VII. Alternatives for Structuring Programs
VIII. Transfer Students.COMAR13A.03.02.12-

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 requirements unless the student chooses to fulfill the requirements. In addition, a homeless or foster care student who transfers into the local school system in grade 11 or 12 shall be granted a waiver from the local graduation requirements if the student is not able to reasonably meet the requirements.

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 requirements of the sending school system.

3. When students transfer before or during a school year, the receiving school shall place the student in a course 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 local school system.

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 IKE).

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, student 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 maybe 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 I 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 COMAR13a.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, of the Vietnam Conflict.

Veterans who quality 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

GRADEPOINT AVERAGE(GPA) AND RANK IN CLASS

ADMINISTRATIVE REGULATION IKAB: GRADING, HOMEWORK, AND COMMUNICATION STUDENT ACHIEVEMENT

Link to Administrative Regulations: Instruction

General Education Development (GED)

TEST COMAR 13A.03.03.01

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 least18 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 at410-386-8630.

E. Go to gogedgo.org for additional information.

Revised 8/17

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 seating.

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 COMAR 13A.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 administrative regulations are followed.

(link to Management of Anaphylaxis in Schools)

I. Policy JLCE and Regulations-First Aid and Health Care (link to regulation JLCE)

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 procedures to 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 implications of the care, the nurse shall seek the advice of the principal.
3. Appropriate documentation shall be maintained for healthcare 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 thermostat 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 over exertion 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 their child
- treatment given
- recommendation to possibly seek medical follow-up
- names(s)of other student(s) 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 others 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 ensure 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 pose 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 schools.

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.

Essential Steps	Key Points and Precautions
1. Remove all jewelry	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.
2. Wet hands with running water	Combine 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.
3. Apply liquid, powder or dispensable machine soaps and lather well	Liquid soap or powder is preferred as bacteria can grow on bar soap and soap dishes.
4. Wash hands, using a circular motion for 15 to 30 seconds	Include front and back surfaces, between fingers, around nails and the entire hand area. Avoid harsh scrubbing to prevent skin breaks.
5. Rinse hands well under running water	Hold hands under water so that water drains from the wrists to the fingertips.
6. Important– REPEAT steps 3– 5	All remaining bacteria and soil should now be removed.
7. Dry hands well with paper towel and discard towel immediately	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.

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 paper towels and dispose of used items promptly.
3. Provide custodial staff with a cleaning schedule 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 students 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 practice 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. (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.

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 the 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 ofage-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, ifnecessary.
2. If the student does not have written certification, 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 timeline must be set up to assure that immunizations are obtained by a health professional. Failure to adhere to this timeline will result in immediate exclusion from school. If lack of adherence is 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 records of prior immunization."

F. 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 furnish 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

D. 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.

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/Tdap/DT/Td): Four doses for students less than 7 years old: three doses for a student 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**: 2 doses of live virus vaccine are required.
5. **Polio** (oral or Injectable): Three doses for a student 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:

Date (Month/Year)	Grade
September 2014	Kindergarten
September 2015	Kindergarten, 1
September 2016	Kindergarten, 1, 2
September 2017	Kindergarten, 1, 2, 3
September 2018	Kindergarten, 1, 2, 3, 4
September 2019	Kindergarten, 1, 2, 3, 4, 5
September 2020	Kindergarten, 1, 2, 3, 4, 5, 6
September 2021	Kindergarten, 1, 2, 3, 4, 5, 6, 7
September 2022	Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8
September 2023	Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9
September 2024	Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
September 2025	Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
September 2026	Kindergarten, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

*Meningococcal immunization vaccine and Tetanus-diphtheria-acellular pertussis (Tdap) immunization vaccine phasing in schedule.

Date	Grade
September 2014	7
September 2015	7, 8
September 2016	7, 8, 9
September 2017	7, 8, 9, 10
September 2018	7, 8, 9, 10, 11
September 2019	7, 8, 9, 10, 11, 12

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 therequiredvaccines.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 between4 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 is 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

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 begiven

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. Noncompliance 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.

Revised8/96,8/98,8/02,8/03,8/04,7/05

PHYSICAL EXAMINATION - STUDENT

Reference: Section 7-401.1 of the Public School Laws of Maryland

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 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.

Revised 8/92

SERIOUSLY ILL STUDENTS AND PHYSICIANS' ORDERS REGARDING RESUSCITATION

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 DNR Order):

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 private duty 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 Order 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 affect 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 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.

HEALTH SERVICES PRACTICES AND PROCEDURES PREGNANT AND PARENTING STUDENTS

The Carroll County Board of Education supports all students in the pursuit of an education. Policy JFE Programs for Pregnant and Parenting Students, Section 7-301.1 of the Education Article, Education-Pregnant and Parenting Students and Section 4-139 of the Education Article, Annotated Code of Maryland (Chapter 438) allow for pregnant and parenting teens to continue their education with supports and programing, 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. The Annotated Code of Maryland Regulations (COMAR) HG §20-102 states, "A minor has the same capacity as an adult to consent to treatment for or advice about pregnancy and treatment …" Minors may consent to pregnancy related services.

E. 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 support to the student.

F. The nurse will determine if the student is under medical care.

1. If under medical care, the nurse will request that the student give written permission for the nurse to talk to the Health Care Provider as needed.

2. If the student is not under medical care, the nurse shall encourage involvement with the student's private health care provider or the Carroll County Health Department (CCHD). If the parent/guardian is not aware of the pregnancy, the school nurse will collaborate with the school counselor to encourage the student to involve the parent(s)/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, 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 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 if the pregnancy is a result of rape or sexual abuse (Refer to CCPS Policy and Administrative Regulations JLF Child Abuse – Child Neglect – Sexual Misconduct) the nurse shall inform the student of the need to disclose her condition and the reason(s) for the disclosure. Prior to disclosure to the parental/legal guardian, 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 or public clinic."

4. If the student has not sought care for her pregnancy, the school nurse shall refer the student to the CCHD to be connected to community resources.

5. If the pregnant student presents with the onset of labor while in school (Onset of labor may occur at any time during pregnancy and should be considered if the student complains of bloody or watery vaginal discharge, cramping abdominal pains, inordinate and or low back pain the school nurse will refer to Guidelines for Emergency Care in Maryland Schools and do the following:

A. Assess the student.

B. Notify Administration.

C. Notify parent/guardian or family member as designated on the student's emergency card.

D. Arrange transportation for medical follow-up.

E. Give nothing by mouth.

F. Advise rest, if desired.

G. Give reassurance and remain with the student.

H. Call 911 for complications of pregnancy which may include any of the following:

i. Severe stomach pain or abdominal trauma
ii. Seizure
iii. Severe vaginal bleeding

6. If, upon return to school, the student is breast-feeding, student will be permitted to leave class for nursing or to express breast milk. Each school nurse should work with their administration to identify a private lactation space that has at least one seat, a flat surface, and an electrical outlet. Student will be provided access to a refrigerator that is reasonably close to the private lactation space.

7. If a student reveals they are a parenting student, they will be referred to the school counselor who will refer them to the Carroll County Health Department for coordination of services.

THE HEALTH SERVICES MANUAL
REPLACES AND/OR
EXPANDEDTHIS 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

Opioid overdose and deaths are an epidemic nationally and in the State of Maryland. The Maryland Department of Health (MDH) and the Maryland State Department of Education (MSDE) recognizes the role of School Health Services (SHS) programs in responding to this epidemic.

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, safely 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 health care 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 Student Services - 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 MDH regulations.
- Nurses and athletics trainers demonstrating competence will receive a kit with nasal naloxone, appropriate paraphernalia, and educational materials. The form of naloxone and contents of the kit are subject to change.
- Nurses and athletics trainers trained by Operation Save a Life shall be authorized to carry, store, and administer naloxone.
- 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 at room temperature and away from direct sunlight, 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's 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 based on the nursing assessment determines that it is a potential opioid overdose they will:

- Follow the CCPS School Health Services *Administration of Naloxone (Narcan)* Standing Order/Protocol.
- Consider other diagnosis based on knowledge of student.
- Treat known conditions first based on health care provider orders.
- Document Naloxone administration by completing the following:
  - ✓ Overdose Response Program "Naloxone Use Report" and send to CCPS Health Services who will forward to the CCHD.
  - ✓ The Maryland Department of Education (MSDE) School Health Services Report of Naloxone Administration. All Report of Naloxone Administration forms should be emailed to MSDE via the following email address: doss-fax.msde@maryland.gov. When submitting the form via the new email address, please include the following information in the email subject line/header: Report of Naloxone Administration (County Name). All sections must be completed.
- Naloxone kits must be inspected on a daily basis for damage and medication expiration and documented on the *Stock Epi-Auto Injector and Naloxone DAILY Counting* Form.
- Following the use or expiration of any nasal naloxone kit, the nurse will contact CCPS Health Services for replacement.
- Any damage to the kits must be reported to CCHD and CCPS Health Services.

References

- 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 TA Document V2 draft from 05/04/2016.
- MIEMS Protocols downloaded from https://www.miemss.org/
- Strang, John, Rebecca McDonald, Basak Tas, and Ed Day. "Clinical Provision of Improvised Nasal Naloxone without Experimental Testing and without Regulatory Approval: Imaginative Shortcut or Dangerous Bypass of Essential Safety Procedures?" Addiction 111, no. 4 (April 1, 2016): 574–82. doi:10.1111/add.13209.

Reviewed 8/2019, 8.2023

HEALTH SERVICES PRACTICES AND PROCEDURES
MEDICAL CANNABIS ADMINISTRATION

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

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.

V. POLICE RELATED MATTERS AND CALLS TO EMS

REPORTING TO THE SUPERINTENDENT

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

A. Police involvement in school matters.

B. Injury requiring hospital treatment.

C. Issues that may generate media attention.

D. Weather related events during which emergency precautions were taken (such as relocating students in the building).

E. Issues concerning large numbers of the school community.

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 principal shall contact the appropriate Director(s).

C. All incidents, whether 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 Supervisor of School Security, as soon as possible.

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911 PROTOCOL RELATED TO HEALTH SITUATIONS

A. Once a school nurse has evaluated a student and determines that 911 must be called to address the emergency situation, the school nurse will either call 911 or direct someone to do so. The parent/guardian will be called to inform them that 911 has been called; it is important to note that we are not calling the parent/guardian to seek their input on the matter, we are calling to inform them that we have initiated a call to 911. The school nurse documents when 911 is called and the time that EMS team arrives and takes over the care. This is similar to when the school administrator calls law-enforcement.

B. Transportation to the hospital must not be delayed based on a parent/guardian request. If the parent/guardian arrives prior to transportation to the hospital, the parent/guardian may consult with the EMS team to make a decision regarding transportation to the hospital. This decision is reached between the EMS team and the parent/guardian, CCPS staff are not involved in the decision-making process. In all circumstances where CCPS has initiated a 911 call, an e-Form must be completed, regardless of whether the student is transported to the hospital, or the parent/guardian takes them home.

C. If the parent/guardian refuses to have their student transported to the hospital, the student must leave with their parent/guardian. Any student for whom CCPS has initiated a 911 call will not be permitted to return to school the same day without a note from a healthcare provider.

POLICE AID

I. Sources of Police Aid

Each school should be familiar with how to directly contact your School Resource Officer, if present in your school, and 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. In the event of an emergency, school staff should call 911. The administrative radio may also be used to institute contact with EMS in a critical life safety situation.

B. 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 Chief or Coordinator of School Security and Emergency Management.

C. As the liaison with law enforcement, the Chief or Coordinator of School Security and Emergency Management 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. Furthermore, as a result of Maryland's juvenile justice reform bill that passed in 2022, law enforcement will generally be limited in making an arrest of juveniles under the age of 13 except for those who have allegedly committed the most serious violent offenses.

D. Through consultation between the school-based administrator and the Chief or Coordinator of School Security and Emergency Management a decision will be made whether to involve the police, handle the incident administratively with school discipline or both.

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SEARCH AND SEIZURE, ARRESTS AND QUESTIONING ON SCHOOL PROPERTY

I. Search and Seizure

The search and seizure articles included in the Public School Laws of Maryland, Section 7-308 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, assistant principal, or Supervisor or Coordinator of School Security and Emergency Management 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 authorized searcher to search the locker shall be announced or published in the school and/or system-wide communications at least annually.

B. Procedure to Search Student by an Administrator

1. Administrator may search.
   A principal, assistant principal, or Supervisor or Coordinator of School Security and Emergency Management 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 Maryland law or a violation of any other State law or policy 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 Maryland law or a violation of any other State law or policy or regulation of the Board of Education of Carroll County. 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. Personal searches must be made in the presence of a third party. When possible, searches will be made in the presence of an adult third party of the same gender as the student being searched. When possible, the searcher shall be the same gender as the student being searched.

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 Maryland law or a violation of any other State law or policy 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, cell phones, 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.08.01.14E).

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 ofthe search.
2. Searches must be conducted by an authorized searcher in the presence of an adult third party. When possible, searches will be conducted in the presence of another responsible adult of the same gender as the person being searched. When possible, the searcher shall be the same gender as the student being searched. Authorized searchers should not pat down a student of the opposite gender.

    a. A personal search or pat down must avoid intimate parts of the body.

    b. Usually, students will be required to empty their pockets, pouches, etc. that are part of their attire prior to a personal search.

    c. Student belongings including purses, billfolds, backpacks portable electronic devices, etc., are subject to a personal search.

G. Guidelines for search of contents 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.). An authorized searcher 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 cellphone that has created a disruption to school. The contents of the cell phone may be searched limited to the photographs/videos contained within it.
2. A staff member observes a student using cell phone or sending a text message, but the administrator has no reasonable suspicion the phone was used to violate any other school rules. 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 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 Supervisor or Coordinator of School Security and Emergency Management, the School Level Director, or the Director of Student Services.

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 their SRO. If the SRO is unavailable, you should contact the Supervisor or Coordinator of School Security and Emergency Management to facilitate the police response to your school. 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 appropriate consequences assigned as necessary.

I. Seizure

All items that are the object of a search and unlawful items found during the search will be seized by the authorized searcher. As required by law or school regulations, items will be turned over to police to be seized as evidence or destroyed.

J. Search by police

Police officers, upon the authority of a signed search warrant, may conduct a search of any areas on school premises as described in the search warrant. Investigative searches of school premises by police officers shall only be permitted upon the authority of a signed search warrant or if an officer has probable cause where exigent circumstances exist where the search is essential to prevent imminent danger to the safety of students, staff, and visitors at the school, or an instance where valuable evidence is about to be destroyed. A police officer may not search the person of a student not under arrest, unless the police officer has a reasonable suspicion that the student is concealing weapons or has 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 a disruption of the normal school routine and minimize embarrassment to students affected.

II. <u>Drug Investigations-Use of Drug Detection Dogs</u>

Administrative procedures to be implemented by school administrators when drug detection dogs are utilized:

A. Students and parents will be notified through publication in the Informational Calendar Student/Parent Handbook each school year 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 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 or Coordinator of School Security and Emergency Management.

2. The Supervisor or Coordinator of School Security and Emergency Management will notify the appropriate School Director, the Director of Student Services, and the Superintendent of the request.

3. Once approved, the Supervisor or Coordinator of School Security and Emergency Management will facilitate the scans with the building administrators and the appropriate Law Enforcement Agencies

4. Results of the scans will be reported when completed.

D. Scheduled High School Scans

1. The Supervisor or Coordinator of School Security and Emergency Management will coordinate with the school director and law enforcement to schedule K9 scans.

2. Scans should be scheduled in a manner to avoid conflicts with exams and testing.

3. The date and time of prescheduled scans will not be shared with site administrators or staff ahead of time.

4. Results of the scans will be reported when completed.

E. Procedures to be followed by the school Principal during use of drug detection dogs on school property:

1. Targeted areas will be vehicles on the parking lots. Students will not be scanned.

2. Interior scans will occur when administrators place the school into a "HOLD". Students and staff will remain in classes and will not be moving through the school building. Times during lunch periods and change of classes will be avoided and front office staff will assist with holding visitors at the front office when scans are in progress.

3. One administrator and one other staff member along with the Supervisor or Coordinator of School Security and Emergency Management 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 locker, 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 locker, vehicle, or other area of the school. The student who operates the vehicle or to whom the locker is assigned will be summoned to the office and brought to the locker location or parking lot.
3. Police officers shall conduct searches of students and school premises in accordance with their established policies and procedures consistent with COMAR 13A.08.01.14D.
4. Whenever police officers question a student, except in an investigation concerning suspected child abuse or neglect, the principal shall promptly notify the parent and the Superintendent of Schools, or his/her designee of the nature of the investigation.

G. Procedures to be followed after using the drug detection dogs on school property:

1. Any disciplinary action taken by school officials will be separate and apart from action taken by the 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.

3/2016, 1/23, 8/23

III. Arrests: By law enforcement 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 or Coordinator of School Security and Emergency Management 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 or suspected child abuse under Family Law Article, Title 5, Subtitle 7, 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 students 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 affect 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 Tittle 7, Section 07.02.07.21 of Human Services Article 1-202(e), of the 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 abuse and neglect under Family Law Article, Subtitle 7 and 9, Annotated Code of Maryland, and should not notify parents or guardians without consulting the appropriate School Director, Director of Student Services, and 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 student from school for the purpose of investigative questioning without the consent of the parent or guardian, except as provided below:

1. A Student 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 ensure that prompt notification by the Department of Social Services of a student's removal from school under this section is made to the student's parent or guardian.

V. <u>Reporting Delinquent Acts to the Police</u>

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 officer may not make an on-scene arrest if the crime is a misdemeanor [i.e., assault, battery, possession of narcotics, etc.]

B. Contact the Supervisor or Coordinator of School Security and Emergency Management to notify them of the incident. If an arrest can't be made by the police officer and the CCPS employee wishes to file criminal charges the Supervisor or Coordinator of School Security and Emergency Management can further advise on the procedures to move forward.

VII. Reporting Suspicious Vehicles to Police

If there is a suspicious vehicle on school property, the school administrator will contact their SRO or in their absence call the non-emergency line for their respective law enforcement agency. A follow up call or email will be sent to the Supervisor or Coordinator of School Security and Emergency Management at 410-751-3073/3171.

VIII. Any incident which involves police officers, or emergency response personnel on school property, is to be reported as soon as possible the School Director. The Principal or Assistant Principal of the school will complete a detailed E-Form after the incident has concluded 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.

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. 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/CR 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 Organization – 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 Chief of School Security 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 Chief of School Security will notify the Superintendent, and the appropriate School Principal, including CCPS students enrolled in a special education non-public school program. The office of school security will provide the school with *Notification of a Reportable Offense* form to be maintained in the student's file in the school. In consultation with the Chief of School Security, the Principal will determine if a formal meeting needs to take place to address safety concerns related to the Reportable Offense. If it is determined that no formal meeting is needed, the case will be documented.

2. If a formal meeting is determined to be necessary, the Chief of School Security, in conjunction with the School Principal, Pupil Personnel Worker, and other applicable staff will form an assessment team and hold a meeting. The meeting should be held within 5 school days. The Chief of School Security will schedule the meeting and shall invite the student, parent(s), legal guardian(s), and student's attorney, if represented, to the meeting. The meeting will be held as scheduled by the school system whether or not the parent(s), legal guardian(s), or student 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 and 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. 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 or 504 meeting simultaneously or subsequently, to ensure if the IEP or 504 can be implemented. The student's attorney should be invited to any manifestation determination reviews, if applicable, in circumstances where the student is to be removed or excluded from their regular school program for a reportable offense.

3. The Chief of School Security shall promptly inform the parents/legal guardians of the assessment team decision.

   When a student's regular school program is delivered in an alternative location to their current school, the student is prohibited from entering all Carroll County Public School properties except to attend the identified location(s).

4. If the decision of the assessment team is to maintain the student's regular school program, the Pupil Personnel Worker, in a memo to the Superintendent, will summarize the 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 supports needed for the student to maintain their regular school program, including related services as appropriate. The plan must be implemented within ten school days of the notification of the reportable offense.

5. If the decision of the assessment team results in a change to the student's regular educational placement, the Principal will promptly inform the Superintendent in writing. Upon receipt of a written report from a Principal requesting a removal from the regular school program, and no later than ten school days from the notification of the reportable offense, the Superintendent shall:
   (a) Promptly hold a conference with the student, the student's parent or guardian, and if the student has an attorney, the student's attorney; and
   (b) Make a determination as to whether the student poses an imminent threat of serious harm to other students or staff necessitating a removal.

Rape and Sexual Offenses:

- The Superintendent and the School Principal shall consider prohibiting a student who is arrested for a reportable offense involving rape or a 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 victim.
- 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 may not attend the same school or ride on the same school bus as the victim.
- A student who is required to register with the Maryland Sex Offender Registry will receive an education Consistent with Criminal Procedure Article, § 11-722(e), Annotated Code of Maryland.

Review Procedures:

The Pupil Personnel Worker, serving as the Superintendent's Designee, with the input of the School Principal, appropriate staff, the student, the student's parent or guardian, and the student's attorney, if represented, shall review the plan and the student's status and make adjustments as appropriate:

(a) Immediately upon notification from the State's Attorney of the disposition of the reportable offense; or
(b) Pending notification from the State's Attorney, at a minimum every 45 school days.

- The student and the student's parent or guardian shall be provided in writing with the review decision, including their right to appeal the decision.

Additional Guidance:

- 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.

- 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.

- All information concerning a student's reportable offense shall be maintained by the Chief of School Security. The information shall not be filed in the student's permanent educational record.

- The Chief of School Security shall collect and report data to MSDE as required.

Records Relating to Reportable Offenses

- The CCPS Office of School Security will maintain all records relating to Reportable Offenses. Records will be maintained as outlined in COMAR 13A.08.01.17- School Use of Reportable Offenses.
- In the event a request for student records is made regarding a student with a Reportable Offense, the school will notify the Office of School Security. The Office of School Security will send reportable offense information as a confidential file to the local superintendent of another local school system or to another nonpublic school in the state in which the student has enrolled or has transferred.

BOMB THREATS AND FIRE ALARMS

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 on the CCPS Emergency Procedures Wall Guide. 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 and consultation with the Supervisor of School Security and/or law enforcement and the School Directors.

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 will it go off?
2. Where is the bomb right now (building, floor, room, etc.)?
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 gender, age, and tone and determine whether it is familiar. Note any background noises. Write down as much information as possible and use exact wording. Immediately upon termination of the call, DO NOT HANG UP, but from a different phone contact authorities immediately and wait on further instructions.

D. Record time of call and number it came in on.

E. Strongly suggest to all staff members not to touch or move any strange articles, bags, boxes, cases, etc. A slight nudge is all that is needed to set off some types of bombs.

F. **DO NOT:** Use two-way radios or cellular phones during active threat. Radio signals have the potential to detonate certain 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 or Coordinator of School Security and Emergency Management by telephone followed by a written report.

B. If necessary, contact the Maryland State Fire Marshal's Office (410-653-8980) 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, 1/23, 8/23

SUSPICIOUS PACKAGES

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. Make notifications to the School Director and Supervisor or Coordinator of School Security and Emergency Management.

b. Evacuate the room and surrounding areas. If possible, close windows and doors and shut off HVAC systems to prevent potential contamination.

c. Call 911 and report signs and symptoms of any exposures.

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 via E-Form once the incident has concluded.

7/16, 1/23, 8/23

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 ones 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 or Coordinator of School Security and Emergency Management and or the Assigned SRO. 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, or 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 to not shower or remove clothing.
    2. Refer student to the hospital for treatment.
    3. School Administrators should preserve the scene prior to law enforcement arrival.
    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 School Director via a detailed E-Form.

III. Disciplinary Consequences:

A. Sexual assaults of any nature should be handled sensitively, seriously, and immediately.
B. Discipline as appropriate which may range from suspension to request for extended suspension up to and including expulsion.
C. Supportive consequences may include parent conference, behavioral contract, referral to the school counselor/crisis counselor, etc.

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VI. STUDENT RECORDS

STUDENT RECORDS

The material in this section is based upon, and consistent with, the following legal mandates:

- Public Law93-380,"The BuckleyAmendment,"Section438, "Family Educational Rights and Privacy Act of1974";
- Federal Register - Department of Health, Education and Welfare "Privacy Rights of Parents and Students," January1975;
- No Child Left Behind 107-110
- Education Article§2-205(c)Annotated Code of Maryland
- Bylaw13A.08.02ofthe Code of Bylaws, Maryland State Departmentof Education;
- Maryland Student Records System Manual
- COMAR13A.05.05...15, School Health Services Standards
- CCPS Board Policy and AdministrativeRegulationsJR: Disclosure of Directory Information
- CCPS Board Policy and AdministrativeRegulations 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" means 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. DIRECTORYINFORMATION

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 categoriesofinformationwhicharedesignatedasdirectoryinformation.
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. PERSONALLYIDENTIFIABLEINFORMATION

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.

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.

h. 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 a 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 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.

(vii) 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. NOTE: After adjudication, a signed release of information is required in order to share information with a DJS official.

(viii) 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.

i. 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's 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.

j. Except with expressed written consent from a parent or eligible student, discipline records or knowledge of criminal convictions shall not be released to institution of higher learning.

k. The addresses, email addresses, phone numbers and student identification numbers may be considered limited directory information and be provided to school parent organization (such as PTA and Booster groups) and organizations providing a 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.

l. 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 request 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 than45 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 request 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, open houses, 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.

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

D. Request to Amend a 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.

E. 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. Through9.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).

VI 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 choice at his or her own expense.

C. The Board of Education shall render a written response within 10days 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.

MAINTAINING STUDENT RECORDS

VII Placement of Student Record Information

General Student Records– All student records shall be housed in locked filing cabinets. Access to any student records 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. Notification of a Reportable Offense (Orange)
2. Notification of an Occurrence of a Restraint (Red)
3. Access Record Log placed on the left side of the folder via an attached sheet or a label (Student Services Manual Section VI)
4. Transfer Student incomplete Student Record Form (if applicable)
5. Transfer/withdrawal documentation, as applicable (see section I for list)
6. Student Record Request/Release Form
7. Race Code Conversion Letter (2008-2009) (if returned by parent)
8. CCPS Student Enrollment Form with the following stapled
    a. Copy of proof of birth
    b. Copy of residency source document
    c. Statement of Residency Verification Form (if appropriate)
    d. Special Circumstances Enrollment Approval Form
    e. Student in Out of Home Placement Best Interests Determination Form and Transportation Plan
    f. Use of Student's Preferred First Name
    g. Safe at Home Letter and Card, if appropriate
    h. Early Entrance Kindergarten Letter
    i. Kindergarten Maturity Waiver
    j. Early Care and Education Experience Prior to Kindergarten Form
    k. Maryland Student Transfer Record-SRC7(if applicable)
    l. Home Language Survey
9. Legal documents currently in effect, including court orders regarding custody or visitation, exparte orders, subpoenas for records, etc.
10. Gender Non-Conforming and Transgender Student Support form
11. All SR Cards 1 through 4
12. ESOL Records Notice (blue)
13. The final report card for each year with most recent on top – PreK to 12
14. Student Reading Improvement Plan Notice (yellow)
15. Opt Out of Directory Information Request, dated
16. Opt Out of photo/video/audio request, dated
17. Disclosure of Student Information Due to a Threat of Health or Safety Emergency Form
18. Suspension Notices, with most recent on top

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 the Maryland Public Schools must also be maintained.

B. SECONDARY SCHOOLS

1. Notification of a Reportable Offense (Orange)
2. Notification of an Occurrence of a Restraint (Red)
3. Access Record Log placed on the left side of the folder via an attached sheet or a label (Student Services Manual, Section VI)
4. Transfer Student Incomplete Student Record Form (if applicable)
5. Transfer/withdrawal documentation, as applicable (see Section I list)
6. Student Record Request/Release Form
7. Race Code Conversion Letter (2008-2009) (if returned by parent)
8. 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 appropriate)
    b. Special circumstances Enrollment Approval Form
    c. Use of Student's Preferred First Name form
    d. Student in Out of Home Placement Best Interests Determination Form and Transportation Plan
    e. Safe at Home Letter and Card, if appropriate
    f. Early Entrance Kindergarten Letter
    g. Kindergarten Maturity Waiver
    h. Early Care and Education Experience Prior to Kindergarten Form
    i. Maryland Student TransferRecord-SRC7 (if applicable)
    j. Home Language Survey
9. Legal documents currently in effect, including court orders regarding custody or visitation, ex parte orders, subpoenas for records, etc.
10. Gender Non-Conforming and Transgender Student Support form
11. All SR Cards1 through4
12. ESOL Records Notice (blue)
13. The final report card for each year with most recent on top – PreK to 12
14. Student Reading Improvement Plan Notice (yellow)
15. Student Exit Interview Form
16. Opt Out of Directory Information Request, dated
17. Opt Out of photo/video/audio request, dated
18. Disclosure of Student Information Due to a Threat of Health or Safety Emergency Form
19. Age of Majority Request/Letter
20. Emancipation Form
21. Suspension Notices with most recent on top

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. HEALTH RECORDS

1. Access Record Log 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 Health
4. DHMH896 with immunization source documents attached
5. Health Inventory–SRC6[White]
6. Lead Certificate (required beginning with 2003-2004 school year– PreK, K, and1st grade)
7. Health History – Physicians reports, previous school health information, medication consent forms, accident reports, etc.

Note1: All Student Record Cards should be filed in order in the cumulative record folder. Note2: Items in student files are to be only those listed in the Student Services Manual Record Section (Section VI).

2/09, 3/09

NONPUBLIC STUDENT RECORD PROCEDURES

1. The Special Education Nonpublic Office will be responsible for the nonpublic student records process. That office will maintain the entire student record.

2. When a student is placed in a nonpublic school, the student record will be sent to the Nonpublic Office.

3. The Coordinator of Nonpublic Placements will maintain the student records per the retention policy.

High School Student Transcripts

1. Per CCPS Regulations, Nonpublic students shall have the local graduation requirements waived and shall complete the Maryland State Graduation Requirements.

2. Nonpublic high school transcripts shall be created and maintained in eSchool Plus via the Special Education Nonpublic Office by the Special Education Registrar.

3. The Coordinator of Nonpublic Placements will contact the Supervisor of School Counseling if assistance is needed in determining the appropriate course description and /or credits for the transcript.

4. 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.

5. Upon meeting graduation requirements, the Special Education Registrar shall transfer the student out of eSchool Plus from "777." The Special Education Registrar will contact the home school registrar to enter the student in eSchool Plus and graduate the student with the appropriate completion code:

C60	Diploma
C62	Certificate of Attendance

6. The Graduate student record shall be maintained by the Nonpublic Office through age 21 per the Student Services Manual Record Retention Schedule.

Revised July 2024

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 aletter verifying that graduation requirements have been met.

Student has a partial transcript and is not on 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

D. 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 and 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 health room.

VIII 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 (FederalRegister-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 may be 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 school is 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.

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.

STUDENTS RECORDS RETENTION SCHEDULE

Form Number	Record Title or Description	Retention Period
SR-1	Personal Data	Permanent
SR-2	Annual School Performance Data Grade Levels Prek-8	Through Age 21
SR-3	Electronic Transcript – Annual Secondary School Performance - Grade Levels 9-12	Permanent
SR-4	Elementary and Middle School State Assessments	Through Age 21
SR-5	Health Screening, Examinations, and Evaluations	Through Age 21
	Immunization Record (DHMH 896) Health Inventory (Physical Form) Blood Lead Certificate (DHMH)	Through Age 21
SR-7	Maryland Student Exit Record	3 years

NOTE: EFFECTIVE 2008-2009 CCPS SR CARDS ARE STORED ELECTRONICALLY

*Hard copies of SRC1 through 2021

Inactive Students Records	Records for students who have exited school	4 years beyond exit date

Source Documents:

Evidence of Birth	See Evidence of Birth Requirements (SRC 1)	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:

Report Cards	Annual Report Cards K-12	Through Age 21
Legal Documents	Court Orders, etc.	As long as the Order is valid
Individual Student Assessment Data	Individual score reports	Until replaced by a more recent test or graduation
Notice of Confidential File		Graduation
All Health Records	Accident reports, serious illness forms, etc.	Through Age 21
Test Scores and Reports		Through the end of the current school year (paper copies)
Record Access Log	Record of parties who have requested Or obtained personally identifiable. Information from the student record	Through Age 21
CCPS Enrollment Form		Three years beyond the year to which it applies
Student Suspension Notice		Through Age 21
Electronic Discipline Data		Through Age 21
Student Absence Notes		Through the end of the school year (July 31) or longer if requested by an Administrator or PPW
Tardy/Early Dismissal Logs		Through the end of the current school year (July 31), or longer if requested by an Administrator or PPW

Emergency Cards	Through October 31 annually or upon entry of updated information, whichever comes first
Notice of ESOL Services	Through Age 21

Information Required for Special Education

Written IEPs Assessment Reports IEP Records Medical Assistance Documentation	6 years after Special Education exit date

Information Required for 504 Plans

504 Accommodation/Related Services Plans Evaluation/Eligibility Determination Form Prior Written Notice Forms	6 years after Special Education exit date

Other System Records

Annual Organization Reports	10 years
Summary of Enrollment, Attendance, and Promotions Data	3 years
Statewide Educational Interview Form	1 year

TRANSFERRING STUDENT RECORDS

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. Transfer to another CCPS School

Upon receipt of a records request:

Complete a Maryland Student Exit Record (SRC7) and attach required documents including:

- Evidence of birth
- Most current report card

Send all of the original records:

- Entire cumulative folder including all CCPS enrollment documents
- Health File
- Discipline File
- Special Education Records
- 504 Records

Electronic records do NOT need to be printed

It is not necessary to print information from eSchool Plus.

C. Transfer to a Public School in Maryland

Upon receipt of a records request:

Complete a Maryland Student Exit (SRC7) and attach required documents including:

- Evidence of Birth
- Most current report card
- High School Transcript (from School Counselor Web Center)
- Immunization Records

Send all of the original records:

- All SRcards
- Cumulative Record
- Health Record
- Special Education Record
- 504 Records
- Discipline records
- Immunization

Maintain **copies** of the following:

- 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 or IFSP)

Schools should **NOT** send CCPS enrollment forms, Proof of Residence, and other CCPS documents.

Copies of student records for students who exited must be kept for four (4) years after the date of exit.

It is not necessary to print information from eSchool Plus.

The request for records from the receiving school should be maintained with the student record as evidence of the transfer.

NOTE: 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.

D. Transfer Outside Maryland Public Schools or to a Nonpublic School

Upon receipt of a records request:

Complete a Maryland Student Exit SRC 7. Attach the following documents:

- Evidence of birth
- Most current report card
- High School Transcript (from School Counselor Web Center)
- Current testing, SRC4
- Immunization records

Send a copy of the entire student record including

- All SR Cards
- Report Cards
- Immunization Record
- Current Individualized Education program (IEP or IFSP)
- Section 504 Folder
- Discipline records
- All other supporting documentation and/or student 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 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 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.

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

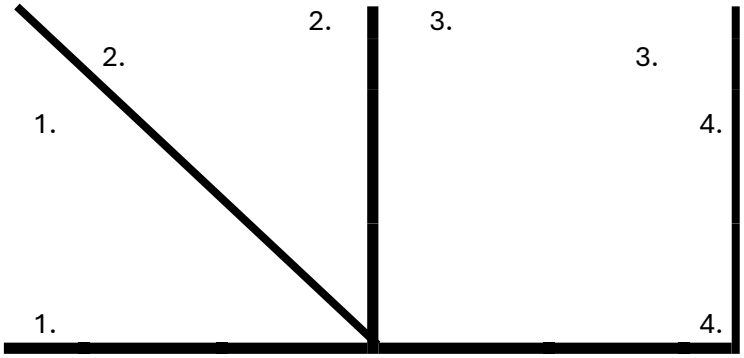
2. Personally identifiable information regarding other students except family members shall not be entered into any SER.

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:



Section1.1
Current IEP (all components)

Section1.2
Previous IEP'S

Section2.1
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 schoolyear.

Section2.2
Individual and MER Evaluation Reports with dates older than three (3) years.

Section3.1
Access logs/MA documentation, parents rights receipts

Section3.2
Copies of IEP Committee notices and consents within the past five (5) years; and older 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 sending school 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 has 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 in the non-public special education office.

- 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.

E. Nonpublic Student Record Procedures
   1. The Special Education Nonpublic Office will be responsible for the nonpublic student records process. That office will maintain the entire student record.
   2. When a student is placed in a nonpublic school, the student record should be sent to the Nonpublic Office.
   3. The Coordinator of Nonpublic Placements will maintain the student record per the CCPS retention policy.

High School Transcripts

1. Per CCPS Regulations, Nonpublic students shall have the local graduation requirements waived and shall complete the Maryland State Graduation requirements.
2. Nonpublic high school transcripts shall be created and maintained in eSchool Plus via the Special Education Nonpublic Office by the Special Education Registrar.
3. The Coordinator of Nonpublic Placements will contact the Supervisor of School Counseling if assistance is needed in determining the appropriate course description and /or credits for the transcript.
4. 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.
5. Upon meeting graduation requirements, the Special Education Registrar shall transfer the student via eSchool Plus from "777" to the home high school, then graduate the student with the appropriate completion code:
    - C60 Diploma
    - C62 Certificate of Attendance
6. The graduate student record shall be maintained by the Nonpublic Office through age 21 per the Student Services Manual Record Retention Schedule.

11/22

TRANSCRIPTS

CURRENTSTUDENTS

High school counseling office staff will prepare transcripts for current students at the request of the student parents 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 Transcript*s

   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 T*ranscript Request Form* and submit it to the school counseling office at least two weeks in advance of the date the transcript is to besent.

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.

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.***

VII. 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 certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program that aligns with the American School Counseling Association (ASCA) national standards.

School counselors implement a data-driven, comprehensive school counseling program that improves student outcomes. They align their actions with the Multi-Tiered System of Supports (MTSS) by implementing a school counseling program designed to impact student development in academic achievement, career exploration and development, and social/emotional behavior.

School counselors help all students apply academic achievement strategies, manage emotions and apply interpersonal skills, and plan for postsecondary options (higher education, military, work force).

Delivery of services may include individual:

- student academic planning and goal setting,
- school counseling classroom lessons,
- short-term counseling to students,
- referrals for long-term support,
- collaboration with family's, teachers', administrators, and/or the community for student success,
- advocacy for students at individual education plan meetings and other student-focused meetings,
- data analysis to identify student issues, needs and challenges, acting as a systems change agent to improve equity and access, achievement and opportunities for all students.

Mental Health Therapists

Mental Health Therapists provide individual and group counseling to students, educate teachers, parents, and other school staff on various mental health topics, assess student needs, develop treatment plans, and collaborate with community providers. Our mission is to ignite positive change and growth in students while promoting healthy communication and collaboration between staff to best support students in need. Our mental health therapists regularly intervene in crises, as well as, take preventative actions in order to create a safe environment that allows students to express themselves therapeutically. Counseling sessions are intended to help the students grow, build independence, and gain insight about their own mental health.

Secondary Mentor Behavior Coach

The role of the Secondary Mentor Behavior Coach (SMBC) is to develop staff capacity to increase positive and pro-social student behaviors and reduce negative student behaviors at the secondary level (middle and high school). The SMBC is responsible for consulting with school-based staff regarding behavioral needs of students and facilitating professional learning opportunities for staff. The SMBC serves as a resource to staff on best practices in behavior intervention and classroom management. The SMBC provides ongoing support and feedback to staff through collaborative planning, modeling, coaching, and other methods. The SMBC participates in the planning, development, and delivery of professional learning opportunities for staff related to student behavior. The SMBC gathers a variety of qualitative and quantitative data and engages staff in interpreting data to create a plan for appropriate behavioral support. The SMBC collaborates closely with school-based staff, administrators, and other relevant staff to implement effective behavioral classroom strategies.

Behavior Support Specialist

Behavior Support Specialists (BSS) are responsible for consulting with school-based staff regarding the behavior of students and facilitating the development of behavior intervention plans for identified students. BSS primarily provides services at the elementary school level to students who present with behaviors that interfere with learning, social, and emotional growth. Services target a wide variety of chronic and challenging behaviors including, but not limited to, focusing/attentional difficulties, off-task/distracting behaviors, difficulty following directions, challenges with navigating interpersonal relationships, and disruptive or unsafe actions. BSS trains or assist in the training of school staff regarding behavioral intervention techniques including prevention, de-escalation, and crisis intervention techniques. BSS consults and assists staff in developing and implementing individual formal and informal behavior plans for students. BSS assists with facilitating parental involvement and referring families to community resources and services. BSS are also available to provide professional learning to schools at all levels.

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 management for children with chronic health conditions
2. Communicable disease consult
3. Nutritional Referral (a nutritionist is on staff),
4. Hearing and Vision Services/scoliosis screening
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 team, 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 maybe used to allow the school psychologist to share information with treating mental and/or physical healthcare provides. See Parent Permission, Release of Information.

Emergency Petition

An "Emergency Petition" occurs when a licensed clinician (LCPC, LCSW-C, Clinical Psychologist, Psychiatrist) or law enforcement office determines that an individual presents an imminent safety threat to self or other and needs police assistance to ensure they are taken to the emergency room. The petition may be filed with the local court who will request law enforcement assistance or given directly to law enforcement to carry out. In addition, a law enforcement officer can initiate an Emergency Petition. The use of an emergency petition in a school setting should be a rare and limited circumstance. NOTE: The majority of students who need evaluation do NOT need an emergency petition, rather they need their parent/legal guardian to take them for an evaluation.

Per CCPS procedures, only CCPS Mental Health Therapists who meet the licensing requirements, an SRO or other Law Enforcement Officer may complete an Emergency Petition. The Mental Health Therapist may only conduct an assessment with a student they are working with and should not be asked to assess a student they do not know. A Law Enforcement Officer may intervene with any student. If the Mental Health Therapist or Law Enforcement Officer files an emergency petition, the eForm should document that an emergency petition was filed. NOTE: Additional CCPS staff may carry a clinical license, however, those staff should not be asked to assess for an Emergency Petition.

In CCPS the majority of our students in crisis and in need of an emergency evaluation are referred to the emergency room or to a CCYSB assessment and are transported by a parent or legal guardian. If a parent/legal guardian is not immediately available, an SRO or other law enforcement may assist the parent by transporting the student to the hospital. If that occurs, it should be noted in eForms as a transport by law enforcement, NOT an Emergency Petition.

When immediate medical attention is needed as the result of an injury or medical emergency related to a suicide attempt, the school Nurse should assess for medical response and call 911 to respond, if needed. Whenever a call to 911 is initiated, administration must be informed.

COMMUNITY AGENCY SUPPORT

Interagency Transition Team

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.

NOTE: If the student has an IEP, the special education supervisor shall be consulted prior to the meeting. School placement may not be able to be determined at the transition meeting based on the educational needs of the student. An IEP meeting may need to be scheduled at a later time to make a final decision regarding school placement.

NOTE: See JSEP Guidelines for additional information.

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.

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" all day
- PHP mark "HTA" all day
- IOP record attendance in AM, mark "HTA" in afternoon

Student Assignments

The School Counselor will request the student's school work 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:

<u>For the student:</u>

"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?"

<u>For the team:</u>

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. Referrals to 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 every Tuesday. 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 Student 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.

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 410-386-3300

Counseling

Alcohol Abuse

Al-Anon. 410-857-7000
Mountain Manor Treatment Ctr 410-876-2425
Shoemaker House 410-876-1990
Westminster Rescue Mission 410-848-2222
Mothers Against Drunk Driving (MADD) 410-964-5757
CC Youth Service Bureau Substance Abuse Services 410-848-6100
Re-Entry Mental Health ..... 410 848-9244 or 410-876-6149

Battered Spouses

Safe Haven 410-857-2999
Domestic Violence Program 410-876-1233

Child Abuse Reporting

Maryland State Police 410-386-3000
Department of Social Services 410-386-3434

Child Abuse Counseling

Sexual Abuse treatment Center 410-876-1233

Drug Abuse

CC Youth Service Bureau Substance Abuse Services 410-848-6100
Narcotics Anonymous 800-317-3222
New Path Counseling Center 410-615-3469
CCHD Outpatient Services 410-876-4800
Re-Entry – Mental Health ..... 410 848-9244 or 410-876-6149

Family & Marital

Family & Children's Service 410-876-1233
Re-Entry-Mental Health ..... 410 848-9244 or 410-876-6149
Youth Service Bureau 410-848-2500

Rape or Any Form of Sexual Assault Reporting

Maryland State Police 410-386-3000
Hampstead Police 410-239-8954
Sykesville Police 410-795-0757
Taneytown Police 410-751-1150
Westminster Police 410-848-4646
Emergency 911

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 ext2040
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 Advice 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
Hope will 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
2500 Youth Crisis Hotline 24 Hr.....877-968-8491
National Suicide Hotline 800-273-8255
Crisis Text Line ..... Text 741741
Suicide Prevention Lifeline ..... Call or Text 988

Maryland's Helpline (formerly Maryland Crisis Hotline)

- Call 211 to talk with someone or text your zip code to 878-211
- Maryland's Helpline is available 24 hours/7 days a week to callers in need of crisis intervention, risk assessment for suicide, homicide or overdose prevention, support, guidance, and information or linkage to community behavioral health providers.

Sante Mobile Crisis.....(410) 952-9552
9AM-Midnight, 7 days a week/ 365 days/year
Mobile Crisis Team, Critical Incident, Stress Management, In-Home Intervention Team
Red Nacional de Prevención del Suicidio (Lifeline).....al 1-888-628-9454 (en español)

Sexually Transmitted 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 8/23

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 behavioral 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 charges.
- 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 semester 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 applying to the alternative school. The alternative school will accept/deny student requests based on a variety of factors. Students who receive special education services are **provisionally accepted for voluntary placements** into Gateway/Crossroads until the student's home school holds an IEP (Individualized Education Program) meeting to determine that the student's IEP can be implemented at Gateway/Crossroads. The student's home school will hold an IEP team meeting, to include the parent(s)/legal guardian(s), the student (if appropriate), and representation from Gateway/Crossroads, to determine if the student's current IEP can be implemented. This IEP meeting will be held Prior to the student's enrollment into Gateway/Crossroad School. The student's voluntary placement will not be considered a placement decision of the IEP team. The IEP team will document in the Prior Written Notice (PWN) and the Least Restrictive Environment (LRE) page that the student's IEP could be implemented at their home school, but the student has been approved for a voluntary placement to the Gateway/Crossroads School and not a placement determined by the IEP team. If the IEP team determines that the IEP cannot be implemented at the Gateway/Crossroads School, the voluntary placement will not be approved. The IEP team should consider if the student requires additional services and/or support at the student's home school.

3. *Administrative Placements*

CCPS students who are not meeting with success and students returning to or enrolling in 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 homeschool 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 students return to school.

PRIDE (**P**ositive **R**esponse to **I**ssues of **D**iscipline with **E**lementary 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 Director of Student Services 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 case management remain with the referred student's home school even while enrolled in PRIDE.

PROCEDURES FOR IMPLEMENTING IEP/504 IN ALTERNATIVE PROGRAMS

1. Prior to enrolling in an alternative program, the home school case manager shall hold an IEP/504 meeting to determine if the IEP/504 can be implemented in the alternative placement and how/what services will be provided in the alternative program. The prior written notice (PWN) will reflect any necessary changes in the IEP/504.
   a. If the IEP/504 team determines that the IEP/504 cannot be implemented for a parent-requested/voluntary placement, the PWN will identify what cannot be implemented from the IEP/504 and the voluntary placement will not be approved.

2. Prior to exiting the alternative program, the current assigned case manager shall hold an IEP/504 meeting. The PWN should reflect the student's return to the home school and determine if any services are needed.

3. If an IEP/504 student is in danger of being dismissed from the alternative program and/or is dismissed from an alternative program, the home school shall be notified immediately, and the current case manager will hold an IEP/504 meeting.

4. When an IEP/504 student, who dropped out of school and was exited from services, enters an alternative program as part of a probationary placement returning from dropout status, the student shall be referred to the *last school of enrollment* to hold a re-entry IEP/504 meeting. (The student cannot participate until comparable services are identified).

5. If the family revokes consent for IEP/504 services (request must be in writing), the IEP/504 team will review the request, and the IEP/504 will be exited and the decisions to be identified in the PWN.

   Case Management:
   - Gateway Enrollment – case managed by Gateway staff
   - Dual Enrollment in Home School and FSS – case managed by home school staff
   - FSS Enrollment Only – case managed by FSS Staff
   - PRIDE Enrollment– case managed by Friendship Valley staff

* When an IEP/504 meeting is held, the pupil personnel worker and a representative from both the alternative program and home school should be invited to the meeting.

* Case management and/or assessments may be referred to the home school staff per Administrator/Supervisor discretion

Revised: 11/25/2024

HOME and HOSPITAL TEACHING 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 need home/hospital services, the school or parent shall contact the Student Services Department who will determine the manner in which instructional services shall be delivered. If a home & hospital teaching service is approved, CCPS may:

- provide direct instructional services to a student, through the use of an internet provider or a home/hospital staff provider
- 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 Program Manager for Home and Hospital Services, in consultation with school- based staff will review the Medical Professional's Recommendation for Home and Hospital Services. If the case is approved, arrangements will be made for instructional services. Instruction will begin as soon as possible but 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 services for a student is a maximum of 8 hours per week. Students enrolled in a half-day program will receive a maximum of 4 hours per week of services. Students are responsible for obtaining and completing make- up work while awaiting approval for services.

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 or licensed psychiatric nurse practitioner; verification of an emotional condition by a certified school or licensed psychologist, licensed psychiatrist; or licensed psychiatric mental health nurse practitioner. COMAR permits only these listed practitioners to recommend Home& Hospital Teaching Services.

B. A release form entitled Medical Professional Recommendation for Home& Hospital Services, completed by the parent/legal guardian and medical professional.

C. A statement by the physician, certified nurse practitioner, licensed psychiatrist, licensed psychologist, or licensed psychiatric mental health nurse practitioner verifying that the current physical or emotional condition prevents the student from participating in the student's school of enrollment.

D. 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 & Hospital Services.

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, may be 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 Services are 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 provider upon request.

VI. Grading:

A. Providers 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 provider will issue the marking period grade; the grade will be based on a weighted calculation of the classroom grade and the home and hospital grade.

D. If a student finishes services prior to the end of the marking period, the provider will submit 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 and hospital grade and classroom grade.

E. If a student is receiving home and hospital services when grades are due, the school shall use the grades provided by the provider to enter override grades into the electronic gradebooks/report cards.

VII. State Assessments:

A. Students who are well enough to test in the school building may be invited by the School Test Coordinator to participate in state assessments.

B. Other testing locations (i.e. Board of Education, Carroll County Detention Center), shall be determined by the Home and Hospital Program Manager.

C. Non-testers will be noted as having been on Home & Hospital services by the Department of Assessment & Accountability.

VIII. Other Factors in Home & Hospital Services:

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 Services 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 Home and Hospital Program Manager should be informed so that communication with the medical provider can occur to determine if an immediate change in status is warranted. Services may be terminated.

C. Prior to and during the delivery of these services, safety issues will be considered to ensure an appropriately supervised, safe environment for staff and students. If safety concerns exist and are known, safety procedures will be discussed with the Program Manager for Home and Hospital Services 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 Services 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 absent in eSchool Plus.

G. Should any disagreement arise in the implementation of these regulations, a parent/legal guardian, or school staff 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 8/23

PROGRAMS FOR PREGNANT AND PARENTING STUDENTS

Administrative Regulation JFE: Programs for Pregnant and Parenting Students

Link to Administrative Regulations: Students

ALTERNATIVES TO FOUR-YEAR ENROLLMENT

I. Alternatives to Four-Year Enrollment in a Public High School

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 College Admission Program

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 Admission to Approved Vocational, Technical, or other Post-Secondary School

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 student 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 requirements 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 programs 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.

II. 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. For more information on Dual Enrollment and to register, please click here: Dual Enrollment

7/2022 nf/ef

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, andduringbothsemestersofthe12th 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 in 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
- HSA 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)

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 home-schooling 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 beforeSeptember1st of the year of which a parent/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 Service manual for additional information.

I. Students participating in a home instruction program shall not participate in Carroll County Public school classes, extra-curricular activities, etc.

II. 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 credit is 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.

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 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 home school.
    c. The registration information is sent to the Office of Special Education (410)751-3033.
    d. The student is registered in school777.
    e. The home school identifies a case manager. The case manager conducts the IEP screening/assessments/eligibility, as appropriate. (See appropriate sections for guidance).
        i. The Case Manager invites a representative from the private school to the meeting. The representative 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 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.
    g. 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.

h. 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

4. ISP Process for Parentally-Placed Private Schools Students- Non-Carroll County Residents & Student attends a Private School in Carroll County & Parents resident 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.

iii. Parent requests a screening meeting of a parentally placed private school student in writing to the student's assigned school.

iv. The parent completes registration information except for proof of residency at the assigned school.

v. The registration information is sent to the Enrollment Secretary in the Office of Special Education.

vi. The student is registered in school 777.

vii. 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 representative 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 IEP Team 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 IEP Team 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

Parent ENROLLS student who resides in a different county or state in a Private or Parochial School WITHIN the District of Carroll County.

1. Parent contacts 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 emails 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 forthe777 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 within30 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 home school, 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.

<u>If the parent requests an Individual Service Plan (ISP) for the student in the Private School because the student has and IEP that was developed by the county of residence:</u>

- 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 30days of the request from the parent for an ISP. The following members should be included on the Meeting Notice
  - Special Educator 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 off 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

STUDENT SERVICES TEAM (SST) PROCESS

I. Teachers of students who are having academic and/or behavioral difficulty in the classroom should follow the 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 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 SST teams Flow Chart:

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 communication can be helpful. This is an extremely important step in the total problem-solving process that ensures the parents/legal guardian are aware of their child's problem areas, progress and/or lack of progress.

C. Teacher Seeks Collegial Assistance from 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 schools’ 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 evaluation interventions.

This 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 SST 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 follow up with Student Services Teams

The initial SST may feel that the problem presented by the teacher is so serious or resistant to interventions that another special 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 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 toPPW, School Psychologist, School Counselor, Behavior Specialist, Mental Health Therapist, etc.

It may be that the SST will decide to formally refer the student to specialists such as the pupil personnel worker, the school psychologist, the school counselor, mental health therapist, behavior specialist, 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 or mental health therapist might be made.

H. Suggest Assistance from an Outside Agency

After carefully reviewing all of the data collected on the student, the 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 thana 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 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: 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 evidenced- based interventions, the student's intervention plan & his/her response to it should be carefully documented by the appropriate team.

IX. STUDENT WELFARE

HOMELESS STUDENTS

I. Background

The purpose of Title VII, Subtitle B of the McKinney Vento Homeless Assistance Act as amended by the Every Student Succeeds Act 2015 (Public Law 114-95) Title IX, Part A, Homeless Children and Youths, 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, etc. Barriers to identification, enrollment and retention will be removed. As required, Carroll County Public Schools will designate an LEA Liaison to oversee homeless requirements and programming. Parents and guardians will be provided with meaningful opportunities to participate in their children's education and be informed of their rights.

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 grade 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 parent and student preference. 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 student-centered factors:

- the student's age
- the school which the student's siblings attend,
- the student's experience 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 shelter or other temporary housing
- the likely location of the family's future permanent housing,
- time remaining in the school year,
- distance of commute and other transportation related factors,
- the safety of the child;
- student's need for special instructional program
- impact of mobility on achievement

H. "McKinney Act" refers to the Stewart B. McKinney Homeless Assistance Act as amended by the Improving America Schools Act of 1994 (Public Law 103-382). Reauthorized in 2016 Every Student Succeeds Act (ESSA).

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. A pre-K student must be immediately enrolled, regardless of class size or space limitations. 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.
In addition to immediate enrollment, homeless youth shall be given access to full participation in the school program.

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 appropriate documents as soon as possible after enrolling the child in school.

D. The local school system shall, 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.

A Best Interest Determination should consider the parent, legal guardian, child or unaccompanied youth's request, with the student-centered factors identified in II. G. above. All efforts should be made to maintain the student in the school of origin. Prior to an appeal, the LEA liaison may be contacted to attempt to resolve a dispute. If the school of origin placement is denied or rescinded, or a parent, guardian, or youth request is denied a written explanation will be provided. 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) 751-3119or Fax (410) 751-3695. Information regarding additional appeals to the Superintendent, Local Board and State Board shall be provided.

E. 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.

F. 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.

G. 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."

H. All homeless youth shall immediately receive free school meals.

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, so that a homeless youth may access all supports to earn a diploma. Barriers should be removed so that a homeless youth may have access to a CTE program.

J. In the event a homeless student enrolls after a deadline for a program or service, the student shall be given consideration, including extracurricular activities. In the case of extracurricular activities, the LEA will collaborate with the family to provide transportation. Fines may not be a barrier to enrollment or participation.

K. A homeless or foster care student who transfers into the local school system during grade 11 or 12 shall be granted a waiver from the local graduation requirement if the student is not able to reasonably meet the requirement. MD Code, Educ. § 7-205. Students should be provided assistance to apply for post secondary programs and complete a FAFSA application.

L. 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.

M. Homeless students may leave school prior to graduation and without officially transferring. If this happens, school systems should follow established procedures for student withdrawal.

N. Homeless youth shall not be stigmatized or segregated on the basis of their status as homeless. A student's homeless status shall be treated as personally identifiable information as protected under FERPA.

O. Absences caused by homelessness shall be excused. Robust interventions will be put into place immediately and tried for a reasonable time prior to any adverse action related to attendance.

P. In order to remove barriers to learning, disciplinary procedures will take into account a student's homeless status.

V. Transportation

A. All local school systems shall promptly 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. Ongoing 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.
E. Factors to be considered in determining 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 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

Prior to an appeal, the LEA Liaison may be contacted to attempt to resolve a dispute. A parent, legal guardian, or eligible student may appeal a decision regarding the implementation of homeless programming, school enrollment, individual transportation, waiver of fees, access to programming, etc. 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 including appeals to the Superintendent, local Board of Education and State Board of Education found in Section X of the Student Services Manual. The McKinney Vento dispute resolution and appeal process will be posted on the CCPS website and on posters displayed in every school, central office, and at community partner agencies.

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 schoolyear.

A. Children in Non-Title 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 by 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 monthly "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 (PPW) will serve as the mandated school liaison for all homeless youth. Members of the SST or GAPS team, along with the Pupil Personnel Worker will monitor the needs and progress of each homeless student enrolled at the school on a monthly basis. The PPW will document the monthly review on the Homeless Youth Monitoring Log.
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 Pupil Personnel Worker 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 LEA Liaison for additional services.

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. The LEA liaison is also authorized to verify homeless status for post secondary education and the FAFSA.

IX. Staff Development

All CCPS staff shall receive annual training regarding homeless student rights, needs, and services, including how to contact the LEA liaison and school liaison for services and support. The LEA liaison will participate in professional development provided by the State Coordinator.

X. Support Services

A. The LEA and school liaisons will collaborate with local community agencies to support homeless youth and families.
    1. School enrollment information will be disseminated to local agencies who serve homeless clients to provide outreach to youth and families. Locations include: schools, shelters, public libraries, community agencies, etc.
    2. School liaisons will make referrals to local agencies at the time of homeless identification, as well as, throughout the student's eligibility period. Referrals may include: Health care, dental, mental health, substance use, housing, shelter, and other appropriate services.

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 Care13. 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. Foster care students shall be enrolled immediately. Required enrollment documents should be waived to facilitate enrollment and obtained at a later date.
b. In County Foster Care– See Guidelines in III above.
c. 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 case worker;
    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

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. 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.

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 case worker shall send a letter to the foster care liaison 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 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, armed forces, recruiting), choice of magnet school or other non- zonedschools,schoolhealth-relateddecisions,schooldiscipline,sportsand 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 case worker, 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 child care program representative; or
   vi. Treatment foster care case worker

Within 10 days of enrollment in school of the child in foster care, the placement agency case worker 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 timelines 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 Service (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 amounts on the Income Chart listed on the Free and Reduced Meal Application, child(ren) may qualify for free and 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 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). USDE 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 official 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) maybe:

- Given to local Title 1 officials for all location 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 (children's) meal benefit eligibility the results 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.

STUDENT DRESS CODE

ADMINISTRATIVE REGULATION JICA: STUDENT DRESS CODE

Link to Administrative Regulations: Students

Carroll County Public Schools

OUTDOOR ACTIVITIES WEATHER GUIDELINES

Purpose:

Carroll County Public Schools (CCPS) is firmly committed to the health and wellness of all students and staff. Outdoor exercise is healthy and strongly encouraged. However, outdoor activities may need to be modified during certain weather conditions.

Definition:

Activities include, but are not limited to, recess, physical education class, field trips, field/play days, extracurricular activities and other outside classroom events. Note that the CCPS Interscholastic Athletic Handbook includes weather-related procedures specific to athletics that must be followed in those situations.

Procedure:

A. The determination to go outside or stay inside for activities is the decision of the principal/supervisor/designee at individual schools/locations.

B. For severe weather alerts (weather watches, warnings and advisories) staff shall follow the CCPS Standard Response Protocol.

C. The following factors should be considered when determining if outdoor activities should be modified/cancelled:

1. Temperature- Heat Index and Wind Chill
2. Wind
3. Air quality
4. Age of students
5. Length of time outdoors
6. Falling precipitation (more than a sprinkle or a mist)
7. Thunder and Lightning: Outside activities should be cancelled. After the last thunder or lightning strike, wait 30 minutes before going back outdoors.
8. Condition of outside area (ice/snow, frozen playground equipment, heat from black top)

D. Cold Weather:

1. When properly clothed, students* can participate in most outdoor activities.
2. Outdoor activities may need to be modified/cancelled when the temperature combined with wind chill is below 32 degrees.

NOTE: Any student exhibiting signs of excessive shivering, numbness, tingling, pain in affected areas, etc. shall return indoors and referred to the school nurse/health services staff as appropriate.

All the temperatures listed in these guidelines are in Fahrenheit.

E. Hot Weather: With proper precautions, students* can participate in most outdoor activities during hot weather conditions. The following precautions must be in place:

Hot Weather **Heat Index Above 80 Degrees**	**Heat Index Above 90 Degrees** **(High Heat)**	**Heat Index Above 100 Degrees** **(Extreme High Heat)**
Access to sufficient amounts of cool drinking water. Water breaks should be provided before and after recess.	Access to sufficient amounts of cool drinking water. Water breaks should be provided before and after recess.	Access to sufficient amounts of cool drinking water. Water breaks should be provided before and after recess.
Access to Shade	Access to Shade	Access to Shade
Reduction/ Modification to Vigorous Activities	Limited/Reduced Vigorous Activities	Less Vigorous Activities Only
Reduction in the scheduled time outside.	Reduction in the scheduled time outside.	Reduction in the scheduled time outside.
	Heat Index above 90 degrees (High Heat)- after two hours exposed to the heat, a period of 10 minutes in an air conditioned or shaded environment must immediately follow.	Heat Index above 100 degrees (Extreme High Heat)-after one hour exposed to the heat, a period of 15 minutes in an air conditioned or shaded environment must immediately follow.

*Students with certain health conditions may need special accommodations due to weather conditions.

NOTE: Any student** **exhibiting signs of heat rash and/or heat cramps/exhaustion/stroke shall be referred to the school nurse/health services staff.

Visit this link for the latest weather conditions: [7-Day Forecast 39.55N 77W]

Revised August 2025

All the temperatures listed in these guidelines are in Fahrenheit.

SUICIDE ATTEMPTS, THREATS OF SUICIDE AND SELF INJURY

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.
    i. Inform them of the location of the student and ask them to join their child.
    ii. Advise the parents/legal guardians 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 to the hospital.
f. Follow up with the parent/legal guardian and continue with the outlined suicide threat procedures (D.10 and beyond)

II. Suicide Threats

Roles and Responsibilities

a. School -based mental health staff members include the school counselor, school psychologist, mental health therapist, and the alternative program intervention specialist.
b. Any student who is suspected of having suicidal thoughts based on witnessed or reported verbal statements, written content (electronic or handwritten), or other means must be referred immediately to a school-based mental health staff member or administrator. Upon receiving notification that the student may be suicidal, the student must be supervised. Upon receipt of the referral, the school-based mental health staff member will make immediate contact with the student and begin the intervention procedures.
c. School staff must work with the school-based mental health staff member 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 school-based mental health staff member 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.
d. Parental notification by the school-based mental health staff member 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.)
e. The following procedures outline the action to be taken in working with the student and parents/legal guardians. Note the interviewer should use age and developmentally appropriate language. The goal of the intervention is to assist in determining the student's immediate needs and emotional status. *The student CANNOT be left alone at any time.

    i. Deal with the suicide situation immediately.
    ii. Determine whereabouts of the student.
    iii. Provide for the student's immediate security or safety.
    iv. If the student's whereabouts are not known, help the parent/legal guardian develop a plan to locate the student.
    v. 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 their safety is developed.

vi. Implement the intervention procedures.
vii. Consult with a colleague and/or a central office leadership.
viii. Inform an administrator.
ix. Call parent/legal guardian. Share what is known regarding the student's threat of suicide and/or self-injury.
x. Inquire if the family is currently involved in a therapeutic environment.
xi. Discuss recommended next steps.

1. If the student is currently in private therapy, confirm with parent/legal guardian that their therapist will be notified, and the student will be seen as soon as possible.

2. If the student is not currently in private therapy, the school-based mental health staff member, or administrator may call the Carroll County Youth Service Bureau for the on-call therapist and will follow the *CCPS Suicide Threat and Self-Injury Protocol* provided to all school-based mental health staff members and administrators.

3. If the student is in immediate crisis, consult with the school nurse and with administrator approval, call 911.

xiii. Determine with the parents/legal guardians the course of action they will pursue.
1. If the timing is appropriate, share the Release of Information with the parent/legal guardian to allow communication between the school-based mental health staff member and the therapist. If not an appropriate time, share the request at the follow up conversation.
xiv. Complete a Suicide Threat/Self-Injury eForm via the CCPS Web portal within 24 hours.
xv. Follow up with parents/legal guardians within 24 hours to ascertain that a link with the therapeutic community has been made and to offer appropriate support and services from the school. E.g., check in with student and complete the Road Map of Support together.

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 acts of self-injury by a student to the school counselor.
b. Upon receipt of the referral, the school-based mental health staff member will make immediate contact with the student and begin the intervention procedures.
c. The school-based mental health staff member will follow the same procedures outlined above under suicide threat.
d. Any non-treated recent injuries must be seen by the school nurse to determine appropriate medical follow-up.

Crisis and Suicide Support can be found on the Homepage of the CCPS website at:
https://www.carrollk12.org/
The direct link is below:
https://www.carrollk12.org/student-services/student-parent-resources/crisis-suicide-support

Citations:
The School Counselor and Suicide Risk Assessment - American School Counselor Association (ASCA) - suicide-information-gathering-toolkit.pdf (schoolcounselor.org)

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 <u>also</u> 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 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 Human Resources before beginning any investigation whatsoever.

The Director of Human Resources will:

- Begin a record of the reported staff behavior
- Notify 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 Service 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 Principal will work with the Director of Human Resources and School Director to document the investigation.

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

<u>(examples)</u> Inappropriate

communication:

- Making personal or intimate reference to self or others
- Sending letters, communications of an intimate or nonprofessional nature
- Making telephone calls regarding nonprofessional matters or concerns

Inappropriate conduct:

- giving of intimate or inappropriate gifts
- arranging to meet a student for nonprofessional 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, types 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

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 behavior that may result in a child 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 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/intimate nature
    - Dating or requesting dates with students
    - Accepting student offers of sexual favors

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 divulge the identity of any student who seeks abuse information.

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 not admissible 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 health are:

- 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 health room.

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, Subtitle7

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 as 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 for 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 a 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, case worker, 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 staffs' 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 Schools 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/Community Awareness

The Department of Human Resources shall see that each new staff member has knowledge about what is child abuse/neglect, the 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.

* *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

3. 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 - Should an employee fail to report a case of suspected abuse or neglect, as required by these regulations, there are at least two areas of consequences:

   a. Criminal consequences
      Failure to report abuse or neglect may be prosecuted under certain circumstances, as common law conspiracy and obstruction of justice offenses.

   b. Civil consequences
      The Department of Human Resources shall, following an investigation, recommend to the Superintendent the disciplinary action to be taken.

      The investigation 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 toa recommendation include:

- Information known or alleged.
- Effect of information on the employee's ability to perform job assignment.
- Conclusions 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.

I. 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 students over age 21, parent/legal guardian contact need not occur.*

*** 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 case worker 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.

BEST PRACTICES FOR STUDENT INTERVIEWS AT SCHOOL

In the event that a student must be interviewed in school by a child abuse or neglect investigator, the following trauma informed guidelines shall be followed.

- Office staff shall immediately notify an Administrator
- The Administrator shall check the identification of the investigator and verify reason for visit
- Provide a private, quiet space for the interview
    - Staff shall not sit in on the interview
- Administrator or School Counselor should check in with the student after the interview before returning the student to class
    - Do NOT ask questions but rather assess for composure to return to class
- Provide all requested student information and records
- Maintain confidentiality

CARROLL COUNTYPUBLIC SCHOOLS EMPLOYEE RESPONSIBILITIES FOR REPORTING CHILD ABUSE OR NEGLECT

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. Reports 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

   . School Principal 1232 Tech Court
   Westminster, MD 21157

2. State's Attorney for Carroll County
   Services 55 N. Court Street, Suite100
   ktstrea@carrollk12.org Westminster, MD 21157

3

4. Director of Student

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 Directors 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

COMAR Definitions

CHILD ABUSE

Physical Injury is an injury, not necessarily visible, of a child by a parent 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 maybe the same as those listed under "Mental Injury "in the Child Abuse section above.

Revised July 2017

"MEGAN'S LAW"

SCHOOL RESPONSIBILITYTO SUPPORT SAFETY OF CHILDREN

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 is permitted on 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 of 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 contacts the school and 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 school community
    (iv) Establishing relationship 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 ICRIME watch website to receive automatic notifications on registered sex offenders that live within one mile of the address of the school. This process will send notifications 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.

GUIDELINES FOR STUDENT ELOPEMENT OFF SCHOOL PROPERTY

The purpose of these guidelines is to ensure compliance with Subtitle 11A of the Educational Article of the Maryland Annotated Code, titled "Student Elopement from School" (Md. Code Ann., Educ. § 7-11A-01 et. seq.). This includes appropriate procedures for responding to, documenting, and notifying parents/guardians in the event of a student elopement. In addition, these guidelines ensure that student elopement is proactively addressed through the IEP or Behavioral Intervention Plan (BIP).

Definitions:

- **Elopement-** The act of a student leaving the school campus without permission of a school staff member.
- **Attempted Elopement-** An occurrence in which elopement was imminent but did not occur due to adult intervention.
- **Wandering-** The act of a student leaving a classroom or area on the school campus, but not leaving the school campus, without permission of a school staff member.

Procedure:

- If a student attempts or accomplishes elopement from the school campus:
  - Immediately notify the school administrator.
  - Contact Law Enforcement (SRO or 911)- Elopement Only.
  - Staff shall make reasonable efforts to prohibit a student from eloping from the campus of the school.
- Parent/Guardian Notification and Documentation (Elopement & Attempted Elopement):
  - Parent/Guardian notification must take place on the same day as the elopement or attempted elopement.
  - The school administrator will make a prompt, documented attempt to directly inform a student's parent/guardian of the elopement incident through at least one method of communication using contact information on file with the school. The occurrence of elopement or attempted elopement will be documented using the discipline system. The referral will be emailed to the parent/guardian and will indicate if the parent/guardian was contacted by phone.
- Parent/Guardian Notification and Documentation (Wandering):
  - Occurrence(s) of wandering will be documented using the discipline system or other established tool (e.g., student's point sheet).
- IEP/BIP Review:
  - A review of a student's Elopement, Attempted Elopement, and Wandering will be conducted as part of the student's IEP and/or BIP at least annually.

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. COMAR13A.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 student suspensions for more than 10 days or expulsions equals 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 new school 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. COMAR13A.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 fora 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 or 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/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 students take money 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-CURRICULUM RELATED GROUPS

This section of these regulations applies only to non-curriculum related 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 meeting 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 or other activities 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 of group meetings.

f. No effort may be made by any school employee or agent to influence the form of 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 a reprimand through expulsion.

Revised8/96, 8/97

FREEDOM OF EXPRESSION IN STUDENT JOURNALISM

Administrative Regulation JICEC – Freedom of Expression in Student Journalism

Link to Administrative Regulations: Students

GUIDELINES FOR STUDENT NAMES AND GENDER IDENTITY NON-DISCRIMINATION

CCPS recognizes the importance of parent/guardian engagement with regard to decisions that involve their minor children. CCPS respects the rights of students to be referred to by a name other than their legal name and 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 respected. The appropriate school director and the CCPS Equity and Community Relations Officer shall serve as resources when implementing these guidelines.

I. Student Names

A. When a minor student wishes to be referred to by a name other than the student's legal name or variation of the student's legal name (i.e., a student's middle name, a shortened version of the student's legal name or middle name, or a student's first and middle initial), a school administrator or school counselor shall contact the parent/guardian to obtain approval to update the student's preferred name in the electronic record. The identified preferred name will be used to populate the student's name on class rosters, in the learning management system, and be used on school issued certificates and in publications (e.g., student identification card, student election ballots, performance programs, yearbook, newspaper, etc.) that do not require the use of the student's legal name. The student's legal name will be used on all official student records and reports, including electronic records (e.g., report cards, transcripts, diplomas, disciplinary records). In the event the name change is accompanied by a change of pronouns or gender identity, the steps outlined in section II below will be followed.

B. Staff will not unilaterally solicit students with regards to gender identity or pronoun usage on forms.

II. Gender Non-Conforming and Transgender Students

A. When a student expresses to a staff member a change in the student's gender identity, the staff member shall notify the administration. When the school administration is notified of a minor student's change in their gender identity, the administrator shall arrange for a conference. For adult students over the age of eighteen who do not have an appointed legal guardian, a conference will be facilitated only after the student has granted permission. The conference shall include the administrator, the school counselor, the student, and the student's parent/guardian. Sensitivity as to whether or not the family is aware of the student's status should be considered when scheduling the meeting with the parent/guardian. A conference must be scheduled regardless of the parent/guardian's knowledge 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. Arrive at a parent/guardian decision 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 biological sex. 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 biological sex. 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 are encouraged to use the student's preferred name and preferred pronoun as determined in consultation with the eligible student (if 18 years of age or older and without an appointed legal guardian) or the minor student's parent/guardian as outlined above.

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 on class rosters and in the learning management system. The student's preferred name will also be used on school issued certificates and in publications (e.g., student identification card, student election ballots, performance programs, yearbook, newspaper, etc.) that do not require the use of the student's legal name.

C. 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 as determined in consultation with the eligible student (if 18 years of age or older and without an appointed legal guardian) or minor student's parent/guardian as outlined above.

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 as determined in consultation with the eligible student (if 18 years of age or older and without an appointed legal guardian) or the minor student's parent/guardian as outlined above in accordance with MPSSAA 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 as determined in consultation with the eligible student (if 18 years of age or older and without an appointed legal guardian) or the minor student's parent/guardian as outlined above.

C. Students on overnight field trips shall be allowed the opportunity to room with others according to their gender identity as determined in consultation with the eligible student (if 18 years of age or older and without an appointed legal guardian) or minor student's parent/guardian as outlined above. 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.

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.

STUDENT REPRESENTATIVE OF THE BOARD OF EDUCATION

Administrative Regulation JIBB: Student Representative on the Board of Education

Link to Administrative Regulations: Students

Use of Students Photograph, Video Image, or Voice for Educational Purposes

ADMINISTRATIVE REGULATIONS JRD - USE OF STUDENT'S PHOTOGRAPH, VIDEO IMAGE, OR VOICE FOR EDUCATIONAL, INFORMATIONAL OR PUBLIC RELATIONS PURPOSES

Link to Administrative Regulations: Students

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 video graphs.

C. School-Sponsored Publications 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, appeal to the prurient interest of minors and lacks serious literary, artistic, political, or scientific value for minor students: or

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 is 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 groups(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 "normal school activities" shall not be permitted.

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 of disruption prohibited.

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 submission of the publication in question.

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) unsuitable for the intended audience, 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 decision shall be provided to both the student and the teacher or faculty advisor.

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.

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 distribution with relevant witnesses and materials.

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 insure 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 letter 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 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."

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 publication shall not continue.

OPEN COMMUNICATION

BHD-OPEN COMMUNICATION REGULATION 1 OF 3
BHD-OPEN COMMUNICATION REGULATION 2 OF 3
BHD-OPEN COMMUNICATION REGULATIONS 3 OF 3

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 Paragraph2above)

- 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 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 Article27, Section416(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.

Effective2/2/04 Rev 9/04

ADVERTISING IN SCHOOLS

ADMINISTRATIVE REGULATION KHB: ADVERTISING IN SCHOOLS

Link to Administrative Regulations: School Community Relations

DISPLAY OF FLAG - PATRIOTIC EXERCISES

Section7-105 of The Public School Laws of Maryland

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 installed 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, 278A. 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 nonreligious 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 are

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 aspects 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 nonreligious 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

MOMENT OF SILENCE

ADMINISTRATIVE REGULATIONS IMDD: MOMENT OF SILENCE

Link to Administrative Regulations: Instruction

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

REGULATION JL - Collections for Charitable and Research Projects.pdf

SCHOOL RELATED FUNDRAISING

ADMINISTRATIVE REGULATIONS KHBA: SCHOOL RELATED FUND RAISING

Link to Administrative Regulations: School Community Relations

PROTECTIVE EYE DEVICE

Section7-405 of the Public School Laws of Maryland

I. Industrial Quality Eye Protective Device

In this section, industrial quality eye protective device means a device that meets the standards of the American Standard Safety Code for Head, Eye, and Respiratory Protection, Z. 2.1-1959, adopted by the American Standards Association, Incorporated.

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 devices 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 7:00a.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 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-Eas enacted by the 1977 General Assembly).

Revised 7/14

RIGHT TO CONSENT OF MINORS

Article 20, Section102

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.

ADMINISTRATIVE REGULATIONS JRB: PROTECTION OF PUPIL RIGHTS: SURVEYS, PHYSICAL EXAMS, MARKETING PERSONAL INFORMATION, AND INSPECTION OF CERTAIN MATERIAL

Link to Administrative Regulations: Students

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 Associations 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.

8/95

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 fieldtrips will be developed by the Superintendent.

Refer to "Guidelines for Field Trips" for implementation.

The Health Services Handbook contains field trip responsibilities for health room 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

CARROLL COUNTY PUBLIC SCHOOLS EVACUATION GUIDELINES FOR PERSONS WITH DISABILITIES

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 Dills(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 plan 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 maybe 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 **"Americans with Disabilities Act, Accessibility Guidelines for Buildings and Facilities (ADAAG)**; *section 4.3.11Areas of Rescue Assistance*.

Specific areas of rescue and/or refugee 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 wheelchairs. 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**.

STUDENT PARTICIPATION IN POLITICAL ACTIVITIES

Administrative Regulation JBG: Student Participation in Political Activities

Link to Administrative Regulations: Students

FOOD & FOOD ALLERGIES

CCPS has developed guidelines to reduce the risk of exposure to anaphylactic major food allergies in classrooms and common areas in schools. Management of Anaphylaxis in Schools

Because of the increase in food allergies and sensitivities that have serious health implications, parent(s)/legal guardian(s) and students are prohibited from sharing food items with other students. Families and other school visitors are only permitted to bring in or purchase on-site food for their individual student(s) for health and safety reasons.

Students with diagnosed anaphylaxis may qualify as a student with a disability under Section 504. Parents/legal guardians should contact the school 504 coordinator for additional information.

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 liable for any harm or injury caused by the animal to other students, staff, visitors, and/orproperty.
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 house broken.
   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 ask 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 occur:
   a. The animal is out of control and the animal's handler does not take effective action to control it.
   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 safe, 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 need 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 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

GUIDELINES FOR STUDENTS' RESPONSIBILITIES AND RIGHTS

COMAR 13A.08.01.10

Board of Education Policy JF

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. (COMAR13A.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/Moments of 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 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

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 written appeal shall include the basis of the appeal. 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
   The Student Grieves to:
   - Professional Person Who Originally Made the Decision
   - Principal
   - 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 written appeal shall include the basis of the appeal. 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) schooldays 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 immediately shall 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/her 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, 10/92, 8/96, 10/96,8/98, 8/99, 8/00, 8/02, 7/03, 9/04 4/29/05

HIGH SCHOOL ELIGIBILITY

ADMINISTRATIVE REGULATIONS JPA: HIGH SCHOOL ELIGIBILITY-EXTRACURRICULAR ACTIVITIES

Link to Administrative Regulations: Students

INTERSCHOLASTIC COROLLARY ATHLETIC FEE

ADMINISTRATIVE REGULATIONS JJIB: INTERSCHOLASTIC AND COROLLARY ATHLETIC FEE

Link to Administrative Regulations: Students

RELIGIOUS OBSERVANCES

ADMINISTRATIVE REGULATIONS ACD: RELIGIOUS OBSERVANCES

Link to Administrative Regulations: Foundations and Basic Commitments