

## Section 10-References

### LEGAL AND POLICY REFERENCES

#### A. COMAR\* ANNOTATED CODE OF MARYLAND

- \*\* •Educ. Art.. 7-301: Compulsory Attendance \*\*
- Educ. Art. 7-303-5: Suspension and Expulsion
- Educ. Art. 7-307-8: Searches of Students and Schools
- Educ. Art. 26-101: Disruptive Activities at School
- Educ. Art. 26-102: Trespass
- Educ. Art. 26-103: Drinking or Possession Intoxicating Beverages
- Educ. Art. 26-104: Possession of Portable Pager on Public School Property
- Art. 27: Sec. 36S: Carrying or Possessing Deadly Weapon
- Art. 27: Sec 36B-36K: Wearing, Carrying, or Transporting Handgun
- Art., 111: Destroying, Injuring, etc. Property of Another
- Art. 27: Sec 276-304, Health: Controlled Dangerous Substance
- Art. 27, 340-345: Theft
- Art 27, 400-403A: Alcoholic Beverages Offenses and Misrepresentation of Age
- Art. 27, 405A: Possession or Use of a False Identification to Obtain Tobacco Products or Rolling Papers
- Article 27, 577A: Refusing to Leave Public Buildings or Grounds Upon Request
- Article 27, 807: Restitution for Crimes

#### CASE LAW

- Supreme Court Decision - Honig v Doe
- Supreme Court Decision - Goss v Lopez
- COMAR = Code of Maryland Regulations; i.e., Agency Regulations

\*\*These cites are all from The Annotated Code of Maryland; i.e., State Statutory Law

**POLICIES/DIRECTIVES/P.S.**  
**BOARD OF EDUCATION POLICIES/ADMINISTRATIVE DIRECTIVES**

1. **Code Of Maryland Regulations Title 13A, State Board Of Education**

13A.02.04-Tobacco-Free School Environment  
13A.05.01-Programs for Students with Disabilities  
13A.06.03-Interscholastic Athletics in the State  
13A.08.01.02-Students

2. **Policies and Regulations, Board of Education of Baltimore County**

Alcoholic Beverages and Drugs  
Attendance and Excuses  
Conduct  
Dating or Sexual Relations Between Staff and Students  
Disruptive Behavior  
Dress  
Enrollment and Attendance  
Factors Involved in Grading  
Lockers  
Organizations  
School Activities  
School Discipline  
School Use of Reportable Offenses  
Social Events  
Students' Rights and Responsibilities  
Student-to-Student Sexual Harassment  
Suspension and Expulsion  
Telecommunications and Acceptable Use  
Tobacco  
Violent Behavior Occurring Off School Property

3. **United States Code**

Controlled Substances Act. 21 USC §§801. et seq.  
Gun-Free Schools Act of 1994. 20 USC §§8921 et seq.  
Gun-Free School Zones Act of 1990. 18 USC §§921. et seq.  
Safe and Drug-Free Schools and Communities Act of 1994. 20 USC §§7101 et seq.

4. **Miscellaneous**

1984 and Beyond A Reaffirmation of Values  
A Report of the Task Force on Values Education and Ethical Behavior of the Baltimore County Public Schools, Dec. 1983  
Blueprint for Progress: Realizing the Vision

5. **Administrative Directives**

12/4/92, Grades for Expelled Students  
10/21/96, Police Involvement in School Discipline  
12/13/96, Extension of Scope of Authority  
1/21/97, Removing Students from Magnet Schools or Magnet Programs  
9/22/99, Intervening in Student Disruptions and Fights  
11/3/00 Confer, Explanation of Conferences with Teachers prior to Return of Disciplined Students

6. **Pupil Services Procedures**

Code No: PS117 Processing of Suspected Illegal Drug Cases  
Code No: PS116 Processing of Possession of Alcohol Cases  
Code No: PS111 Possession or Use of Weapon Upon School Property  
Code No: PS110 Use of Electronic Communication Device  
Code No: PS118 Processing of Acts of Violence and School Disturbances  
Code No: PS109 Obtaining Restitution for Vandalism  
Code No: PS519 Students Entering and Leaving Institution  
Code No: PS128 Procedures for Processing Suspensions/Expulsions of Students with Disabilities  
Code No: PS511 Case Management: Program Review, Suspensions, Expulsions  
Code No: PS119 Relationships/Partnerships with Law Enforcement Agencies

**NOTICE OF NONDISCRIMINATION**

The Baltimore County Public Schools do not discriminate on the basis of sex, race, disability, color, or national origin and do comply with Title VI, Title VII, Title IX, and Section 504 of the Rehabilitation Act of 1973 in all of their educational programs. All courses are open to both male and female students. For further information, contact the Office of Equal Employment Opportunity, (410) 887-4159, or the Office of Special Education for Compliance and Placement, (410) 887-3660, Baltimore County Public Schools, 6901 Charles Street, Towson, MD 21204.

BALTIMORE COUNTY PUBLIC SCHOOLS  
TOWSON, MARYLAND 21204

CIRCULAR MEMORANDUM 93-11

December 4, 1992

TO: High School Principals  
FROM: Anthony G. Marchione  
RE: Grades for Expelled Students

As you know, we plan to begin a daytime alternative program for high school students for the 1993-94 school year. In the meantime, we have decided to change our grading practices for expelled students.

The revision to the guidelines to be used in determining grades for expelled students is as follows:

1. Students who enter a regular day high school sometime during the school year after a reinstatement from an expulsion need to have a full schedule of course (5-1/2 – 7 credits). Because most expelled students carry only 2-5 credits in the alternative program, a new approach is necessary for grading courses not taken in the alternative program.

Missing quarters should remain without grades. If a student receives instruction for at least one full quarter of a semester course or for at least two full quarters of a full year course, the student's final grade should be based on his/her achievement in those quarters present. In addition, a final exam grade and make-up work could be used to compensate for the missing clock hours needed to award either 1/2 credit for a semester course or 1 credit for a full year course.

2. The following procedure should be used for an expelled student who completes approximately three quarters of the school year or a semester course in a regular day high school and was passing a given course but has not been able to take the course in the evening high school. The fourth quarter and final exam grades should remain without grades in such cases. However, a final grade and credit should be awarded wherever possible.
3. If an expelled student is failing a course after taking three quarters or more and does not go to evening school for the course, no credit is to be given.

If you have any questions, call your area superintendent.

AGM: as

c: Area Superintendents  
Richard Milbourne  
Dale Rauenzahn  
Bernard Bondroff  
Lee Gruzynski  
Robert Palter

# **BALTIMORE COUNTY PUBLIC SCHOOLS**

Anthony G. Marchione, Superintendent

Towson, Maryland 21204

October 21, 1996

To: All School Administrators  
From: Elfreda W. Massie  
RE: Police Involvement in School Discipline

School discipline as stated in Baltimore County Public Schools' policy 5560 states that the discipline, "fits the offense and the offender and is not unreasonable, excessive or malicious." Additionally the policy states that:

"The judicious use of suspension may be a contributing factor in providing a positive learning atmosphere within the total school environment. Generally, the suspension of a student should not be implemented until all appropriate school resources have been utilized to help the student to modify the behavior which necessitated the suspension."

All Baltimore County Public Schools must have in place a continuum of prevention, intervention, and disciplinary programs that are appropriate to modify student behavior. This may include, but not be limited to, programs such as peer mediation, conflict resolution, crisis intervention, detentions, in-school suspension, and other alternative programs.

When in-school prevention, intervention, and disciplinary strategies have been exhausted and/or a single significant incident that violates the policies occurs, a complete and thorough investigation must be conducted. During the investigation the school administrator must make decisions that are based on the Baltimore County Public Schools' policies and COMAR 13A.08.15 "Reporting Delinquent Acts" section A and B. In section B of COMAR it states that, "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 guardians concerned." This should guide the administrator in making decisions related to student discipline and the involvement of police.

The initial decision, concerning police involvement, is whether the behavior(s) that a student exhibited is a delinquent act (“offenses committed by a person who is under 18 years old which would be crimes if committed by an adult”). Secondly, it must be determined, whether the delinquent behavior is considered to be conduct “which has been traditionally treated as a matter of discipline.” The answer to the second decision will determine if police should be involved. If schools have traditionally treated the conduct as discipline, then police should not be involved. If it is a delinquent act and not traditionally treated by the school administration, then police should be involved and a CAP (Community Arbitration Program) Citation will be issued. At this point, the decision by the administrator to involve the police also means that the matter is serious, a Category II or III offense, and the student must be suspended to the superintendent’s designee. The superintendent’s designee may return the student to the school, long term suspend (Category II), or expel (Category II or III) the student depending on the case presented.

There are obvious times when police will be involved in discipline matters at a school. Pupil Services 110 outlines these occurrences and addresses the violent acts which will trigger this involvement. During this circumstance, the administrator is still responsible for directing the investigation and the school system’s discipline policies are to be followed. This will result in a student charged with a violent act being suspended to the superintendent’s designee for expulsion and the issuing of a CAP Citation or other charges. This is consistent with the above directive that:

If a student is given a CAP Citation, as a result of a school incident, he/she must be  
Suspended to the superintendent’s designee for the Category II or III offense.

Attachments (2)

- c: Anthony Marchione  
Superintendent’s Staff  
Area Directors  
Director of Adult and Alternative Programs  
Supervisor of Pupil Personnel Workers  
Designees

BALTIMORE COUNTY PUBLIC SCHOOLS  
OFFICE OF DEPUTY SUPERINTENDENT

6901 Charles Street  
Baltimore, MD 21204

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ELFREDA W. MASSIE

Deputy Superintendent

Telephone: 887-4083

Fax: 887-4309

January 21, 1997

To: Principals

From: Elfreda W. Massie  
Deputy Superintendent

Re: Magnet Schools

The area superintendents and I want to remind you about the systemwide rules that are in place for removing students from magnet schools or magnet programs.

- Once a student has been accepted to a school, that school becomes his or her home school; therefore, removal from a magnet school should be no different from a home school.
- Students should not be removed from magnet schools and returned to comprehensive schools because of behavior problems. Students who are chronically disruptive or commit serious offenses should be disciplined/expelled in the same way students who commit such offenses are treated in non-magnet schools.
- Students who are expelled from magnet schools are entitled to return to the magnet school at the conclusion of the expulsion. Designees, speaking on behalf of the area superintendents, will make placement decisions about all students return from expulsions.
- Students who seem incapable of performing successfully in their magnet programs may be counseled from the magnet programs. However, we assume that such removals will be very rare occurrences. Any decision of this kind must be approved in advance by the area superintendent and explained in full to parents/guardians.
- A student who is removed from a magnet program housed in a comprehensive school will be transferred to that school's comprehensive program and will not be sent to another school.
- Parents may remove students from magnet schools or magnet programs and return them to their home schools. Principals may not deny admission to such students.

If you have any questions or concerns about these rules, please contact your area superintendent.

c: Area Superintendents  
Ms. Phyllis Bailey  
Dr. Richard Bavaria  
Mr. Richard Gudel

BALTIMORE COUNTY PUBLIC SCHOOLS  
TOWSON, MARYLAND 21204

M E M O R A N D U M

OFFICE OF DEPUTY SUPERINTENDENT

December 13, 1996

TO: Principals  
FROM: Elfreda W. Massie  
RE: EXTENSION OF SCOPE OF AUTHORITY

At this time it is necessary to update procedures for the extension of scope of authority, (Circular Memorandum 7, FD1000) in student cases relating to violent acts of behavior which occur off school property that pose a threat to the safety of students and/or faculty or that disrupt the learning environment. We should continue to extend the scope of authority to exclude students from the regular day school program when they are involved in violent acts off school property which have a real impact upon the school, either adversely impacting on the learning environment(s) and/or by posing a real and objective threat to students (including the alleged perpetrator of the violent act) or school personnel.

The Board of Education of Baltimore County adopted Board Policy 5560 and Superintendent's Rule 5550 to provide specific guidelines for the handling of scope of authority cases which involve violent behavior by a student that has occurred off of school property.

When a student is involved in a violent act off school property, the principal of the school should implement Superintendent's Rule 5550. the principal should: (1) notify the area superintendent/designee when a student has been involved in a violent act off of school property; (2) investigate the matter; (3) determine if student's presence in school poses a threat to other students and/or school personnel; (4) notify the parent/guardian of any change in the student's placement; (5) area superintendent/designee will reassign student to home teaching/alternative placement until student's presence no longer poses threat to school environment.

If there are any questions concerning this procedure, please do not hesitate to call the Area Superintendent or your Area Superintendent's Designee.

c: Superintendent  
Superintendent's Staff  
Director of Adult and Alternative Education

# **BALTIMORE COUNTY PUBLIC SCHOOLS**

Anthony G. Marchione, Superintendent

Towson, Maryland 21204

September 22, 1999

TO: All Principals  
FROM: Elfreda W. Massie  
RE: Intervening in Student Disruptions and Fights

All Baltimore County Public Schools staff can intervene in the appropriate resolution of conflicts. It is expected that all staff of Baltimore County Public Schools are to intervene in any type of student behavior that is inappropriate or may cause a disturbance of the educational program or climate of the school. The level of intervention must be decided by staff members for their safety and the safety of other students and staff.

The following is a sample list of interventions, not in any specific order, that may be used as interventions in a “fight” or other disturbance. However, these interventions by no means represent an all inclusive list:

- Seek help – other staff, administrators, other students
- Call for help – verbally, intercom, phone
- Crown control – verbally send crowd to classes, move crowd back
- Remove dangerous objects – desks, chairs, books
- Announce the presence of staff members
- Communicate directly with the participants
- Distract the participants
- Look for a pause or lull in the action and separate parties
- Physically separate the participants with other staff members

The intervention must be appropriate to the situation and the abilities of the staff members. All staff members intervening must provide written statements when requested.

Additional information will be given on this topic in a session at the Safe Schools Conference entitled, “Intervening in Fights.” This session will be offered twice each day, 4 times totally. Each school should make sure that at least one administrator attends one of those sessions to get the information packet which will assist the administrators in the training of the staff back at the school.

## INTERVENING IN DISRUPTIONS AND FIGHTS

### Committee Members:

Richard Brokaw – Psychologist, Deep Creek Middle  
Karen Barnes – Principal, Deer Park Middle Magnet  
Jane Detwiler – Crisis Counselor, Perry Hall High  
Mike Etzel – Assistant Principal, Deep Creek Middle  
Diane Goldian – Principal, Kenwood High  
Mike Goldsmith – Superintendent’s Designee, Southeast Area  
Glenda Myrick – Specialist, Safe and Drug Free Schools  
Tim Price – Crisis Counselor, White Oak  
Fred Prumo – Secondary Schools Director, Southeast Area Office  
Debbie Stevenson – Representative, TABCO

The purpose of this document is to provide school-based administrators and their faculties with a framework for addressing the “fight” when it occurs in their schools. This is not the final word or the complete statement about the process for effectively handling fights in their building. We all know that the “fight” disrupts the climate of the school and has the potential for sending the wrong message throughout the school and community – that the schools not a safe and orderly building.

The committee’s intent was to place a document in the hands of administrators that, in turn, they could use with their faculties, with whatever appropriate modifications they thought to incorporate. This report is divided into three areas: Prevention, Intervention, and Postvention. The substance of this report represents a compilation of committee members’ experiences, research, and ideas. Additionally, the insight Peter Blauvelt contained in his notebook: BLAUVELT...ON MAKING YOUR SCHOOLS SAFE, was utilized.

### **PREVENTION**

If we were limited to only one strategy to reduce or eliminate fights from our schools, it would be the prevention of them. Prevention is about “intimately” knowing our faculty, students, parents, community, and the school building. Prevention also involves knowing what the disaggregation of data tells us about why students fight, when students fight, where students fight, and the climate of our schools. Principals who begin with a needs assessment of their data on fighting have important advantages. The benefits of a measured plan, primarily and intentionally, attend to the development of a positive school climate. Other benefits may range from all stakeholders knowing their responsibilities to staff development for faculty on the dynamics of school fights.

### **Activities and Resources**

The following activities and resources are suggestions to principals that they may wish to consider in addressing prevention:

- Analyzing student data suspension, expulsion report from the previous year
- Analyzing internal school reports (fights/disruptions in cafeteria, hallways, classrooms, and other)
- Designating “Hot Spots” on the school map
- Developing a list of names of faculty who effectively handle students or who have CPI training
- Developing and analyzing the security report and recommendations
- Reviewing the school crisis plan
- Implementing a planning calendar (see attached)
- Reviewing Peter Blauvelt’s Workbook – “Reflections from Mr. Blauvelt” Chapter Six, especially the following topics:
  - Assault—Prevention Strategies
  - Assault—Response Procedures “Pete’s Note”
  - Assault—Investigative Technique
  - Assault—Other Considerations

## **Issues**

The following points illustrate some of Mr. Blauvelt’s ideas about issues involving school fights: (The CAPITALIZATIONS reflect the committee’s questions.)

- Kids fight in school because they know someone is going to intervene. DO WE KNOW THE SIGNS-CAN WE INTERVENE BEFORE THE FIGHT?
- Fights rarely occur spontaneously. DO WE KNOW THE SYMPTOMS? DO WE HAVE A PLAN FOR PREVENTION AT THIS STAGE?
- In most cases there is fair warning that a fight is going to take place. DOES THE SCHOOL PLAN PROVIDE TEACHERS WITH PREVENTATIVE ACTIONS?
- The combatants are generally the least interested parties in the pending altercation. They are looking for a way out. ARE FACULTIES PREPARED TO ASSIST THE COMBATANTS WITH SKILLS THAT DE-ESCALATE THE PENDING FIGHT?

## **Strategies**

The following are Mr. Blauvelt’s prevention strategies:

- Establish clear and consistent lines of communication with staff.
- Share information with other administrators.
- Develop sources of information with the community and especially the police department.
- Know where your students tend to hang out on weekends and, if possible, obtain the name and phone number of the establishment they frequent (e.g., roller skating rink, shopping mall, etc.).
- Assign personnel to specific area of the school when students are not under direct supervision.

## **Administrators' Preventive Responses**

- Take every referral seriously, and act promptly!
- Follow up on the referral.
- Interview parties involved immediately.
- Mediate and resolve.
- Notify the parent in the presence of the student.
- Refer chronic situations to anger management groups.
- Develop crisis teams.
- Provide communication vehicles for staff: phones, walkie talkies, etc.

## **INTERVENTION**

The following are procedures designed to guide staff when intervening in a physical altercation between students. These procedures are the minimum expectations for BCPS staff members:

### **Administration Responsibilities**

- Respond to the situation immediately.
- Assess the situation and call 911 if appropriate.
- Be supportive of other staff members.

### **Staff Responsibilities**

- Respond to the situation immediately and appropriately.
- Continue to verbally intervene in a calm manner.
- Support/assist staff member(s) when requested.

### **Suggestions/Recommendations**

It is recommended that when approaching students who are engaging in a physical altercation, staff apply the rule of reasonability. The following procedures should be used:

- Get assistance
  - be specific
  - send a reliable student to the office
  - utilize other teachers in the area
  - use phones and other technologies available to assist
- Announce your presence indicating you are a teacher and verbally direct the students to stop.
  - use the names of the students, if known
  - remain firm and non-confrontational

- attempt a distraction, if appropriate
- use thoughtful distractions: whistle, camera with a flash
- Remove any physical objects that could potentially injure
- Attempt to remove the audience
  - be directive in a calm, firm manner
- Continue to announce your presence and attempt to verbally intervene

If staff members choose to physically intervene, they should utilize CPI strategies.  
 REASONABILITY – WHAT CAN I DO UNDER MY LIMITED CIRCUMSTANCE?

#### Special Considerations

- Gang/revenge motivated
- Weapons involved
- Substance use
- Female participants

### POSTVENTION

The concerted and planned efforts of the administration to return the school to its safe and orderly climate should be the primary goal of postvention. The following represent the responsibilities of the various stakeholders:

#### Administrators

- Ensure that there will be offices available when the combatants are brought to the office.
- Do not participate in the analysis of the fight until you are in an administrator’s office.
- Assess any physical problems students may have incurred (if necessary, seek nurse’s assessment).
- Review checklist (if available).
- Collect and review written statements with each student involved or as witnesses.
- Collect and review statements of witnesses (if necessary).
- Collect statements from faculty, if they were witnesses.
- Choose a calming and helpful conversational tone with the combatants.
- Call the parents as soon as the investigation yields accurate information and all details make sense.
- Establish a facilitative and understanding tone with the parents. Speak with the parents before the students do.
- Allow students to speak with parents if they request, only after you do.
- If appropriate, communicate a brief message to the faculty about the fight – possibly a memo would be sufficient.
- Assess why the fight occurred without anyone sensing the signals of a pending fight.
- Address where the breakdown occurred and “fix” the weakness.

#### Students Who Fought

- Maintain their self-control.
- Respond honestly and clearly to inquiries.
- Seek a conflict resolution between the students.

## **Counselors**

- Assist with rumor control.
- Assist to de-escalate the conflict.

## **Nurse**

- Provide a nursing assessment.
- Refer for medical evaluation as appropriate.

## **Staff**

- Know the facts before sharing information with students or other staff members.
- Share information prudently. Avoid disrespectful comments about students who fought.
- Initiate crowd control.

## **Factional Student Groups**

- Seek information from students in this group.
- Provide them with accurate information, and avoid negative comments.
- Delineate their responsibilities and possible consequences if they encourage continuous conflicts.
- Inform their parents of your warning to students who resist your directions.

## **Parents**

- Support the school's position.
- Counsel your child about alternatives to fighting.
- Develop positive relationship with school's administration.

## **PREVENTION**

### **Preparing For a Safe and Orderly School Year**

#### **Resources**

- Building map noting school "Hot Spots"
- Student Data Suspension/Expulsion Report from previous year
- Internal school reports (fights/disruptions in cafeteria and hallways)
- List of names of most effective faculty (CPI trained, etc.)
- Security report and recommendations
- Safe And Orderly School Plan

## **PLANNING CALENDAR**

### **July**

- Review school security's end-of-year report.
- Interview all security officers.
- Review data reports to identify most common offenses.
- Tour the building to identify areas which were the most common sites for disruptions.
- Indicate the "hot spots" on a map of the school building.

### **August**

- Using the list of effective staff members and the "hot spot" map, re-arrange the room assignments to provide ample coverage of the building during passing of classes, lunch tours and dismissal. (The personnel placed at these strategic points should be trained using a common communication system to report potential disruptions.)
- Design a morning, lunch, and dismissal duty roster for all administrators and security based on the previous year's reports. Consistent adherence to these assignments is crucial.
- Develop a building shut-down plan for crowd control during fights that take place during hall passing. Practice as an administrative team with specific assigned tasks. **SHARE THIS PLAN WITH FACULTY OR STAFF.**
- Locate two (2) sites in the building to take opposing combatants after major fights. There should be considerable distance between the two sites. **THE MAIN OFFICE IS NOT AN OPTION.**
- Assign a walkie talkie to the school nurse.
- Using a list of "most disruptive students," contact the students for individual conferences and contract signing.
- Meet with local police to review the school calendar.

### **September**

- Arrange to meet with the Superintendent's Designee to share the plan and review for suggestions and/or comments.
- Share the entire plan with the following staff: school nurse, counselors, psychologist, security, and faculty. This promotes a sense of security and organization for all stakeholders.
- Throughout the first month of school, monitor the plan and adjust as necessary. Example: If a particular lunch period is overcrowded, adjust the schedule and personnel assigned.
- Develop a monthly report at an administrative team meeting.
- Meet with bus drivers to share and review for suggestions and/or comments.

### **October**

- Monitor and prepare a monthly report.
- Review the report at an administrative team meeting.
- Consider denying school activities to all suspended students by quarter. Share policy with PTSA, SGA, and faculty.

### **November/December**

- Monitor closely during pre- and post-holiday vacations. Prepare monthly reports.
- Review the report at an administrative team meeting.

## **January**

- Monitor and complete a mid-year assessment of your safe school plan. Hold a “SAFE and ORDERLY” MINI CONFERENCE to review the mid-year’s report and adjust accordingly.
- Review the mid-year report from Student Data.
- Review the mid-year referrals per teacher. Offer assistance, training, or directive for improvement, as needed.
- ID students who may qualify for a program review.

## **February/March**

- Monitor and complete a monthly report.
- Review reports at an administrative team meeting.
- Send a newsletter to parents regarding dress code reminder, water guns, “spring fever,” Category I or II offenses, bus behaviors, fighting and faculty/student relationships issues.
- Meet with police from your district to review dates of spring break, dances, and rumors regarding neighborhood rivalries. Agree on dates for increased presence during dismissals.
- Any pending expulsions of seniors from February through June means that those students cannot participate in activities or graduation.

## **April**

- Send a note of appreciation to your local police precinct. Include the police in school and PTSA exercises, including coverage dates agreed upon during March.
- Notify all high school juniors and seniors that suspensions for 2 days or more will result in denial of proms and class activities. Follow up with a mailing to the parents.
- Post the Intervening in Fights directive and include it in school and PTSA Newsletters.
- Prepare a monthly report.
- Review the report at an administrative meeting.

## **May**

- Plan and facilitate an evening meeting with several students, parents, and faculty members to discuss the effectiveness of the school’s staff and plan.
- Prepare a monthly report.
- Review the report at an administrative meeting.

## **June**

- Complete an end of year report
- Review the listing of the most disruptive students to consider alternative school placement in the fall. Meet with the Superintendent’s Designee to discuss possible first quarter placement for the upcoming school year.

# **BALTIMORE COUNTY PUBLIC SCHOOLS**

Joe A. Hairston, Superintendent

Towson, Maryland 21204

November 3, 2000

To: Principals

From: Area Superintendent's Designee  
Dale R. Rauenzahn, Director of Student Services

**Re: Returning of Suspended or Expelled Students**

At the beginning of the second quarter there will be students returning from long-term suspensions and expulsions. As with any student returning from a discipline action or suspension, principals are reminded that they must "confer" with the teacher(s) or staff who were involved in the incident prior to the student's return. This is part of the Annotated Code of Maryland Section 7-305(D)(4) and COMAR 13a.08.01.11b(1) and C. According to COMAR "confer" is defined as:

*"Confer" means a discussion or dialogue by any means, for example, telephone, electronic mail, or face-to-face meeting, where the views of the teacher are communicated and considered.*

The State Board of Education regulations on student discipline states:

- (5) If a student has been suspended or expelled, the principal may not return the student to the classroom without conferring with the teacher who referred the student to the principal, if the student was referred by a teacher, other teachers as appropriate, other appropriate school personnel, the student, and the student's parent or guardian.*
- (6) If a student's disruptive behavior results in action less than suspension, the principal shall confer with the teacher who referred the student to the principal before returning the student to the teacher's classroom. The principal may satisfy this requirement by consulting with the teacher before returning the student to the classroom.*

Our counsel, J. Robert Haines, Esquire, Attorney for the Board of Education of Baltimore County, advises that the term "confer" does mean a dialogue.

Please call your Area Superintendent's Designee if you have any questions about the level of input the teacher is to have when students are returned to the classroom from suspension or expulsion.

c: Christine M. Johns  
Phyllis Bailey  
Area Superintendent  
Directors  
J. Robert Haines, Esquire