

Section 2 - Preventative Intervention, *Student Handbook*

Preventative Measures

When it is recognized by any staff member that a student is behaving in a way that indicates potential disciplinary problems, the school is expected to initiate preventative interactive strategies designed to bring about positive behavior changes. Some suggested intervention strategies are:

- Teacher conferences with student
- Teacher conferences with parents/guardians and student
- Counseling
- Use of daily and/or weekly progress reports
- Peer mediation
- Mentoring
- Referral to Student Support Services Team
- Referral to IST/SST Team
- Referral to IEP Team
- Referral to Student Assistance Program (medical-behavioral)
- Special homeroom assignments
- Office disciplinary referral
- Team teaching conferences
- Behavioral contracts

Examples of other preventive measures, which are an integral part of the school system, are:

- Early Childhood Identification Program
- Curriculum units at various grade levels on drugs and alcohol
- Identification and assessment of children with special needs
- Functional Behavioral Assessments and Positive Behavioral Plans
- Skill building support
- Opportunities to enter appropriate completer programs, magnet programs, Maryland's Tomorrow Program, GED Program, or Gifted and Talented Program

Should early intervention measures prove unsuccessful, the following options are suggested prior to suspension:

- Required parent conference
- Detention with the teacher
- Detention with an administrator
- Saturday School Programs
- Time in individualized learning centers, time-out rooms, or similar environments with close supervision
- Administrative transfer
- Schedule changes

Local School Discipline Procedures

Each Baltimore County public school is required to develop a Code of Conduct and a set of rules of behavior and discipline in its school-wide Positive Behavior Plan. See *Positive Behavior Guide*. The development and implementation of the behavior plan should be done as a cooperative effort with administrators, teachers, students, and parents' input. The school's Code of Conduct should be used as its behavior standards and expectations and should be in alignment with Category I offenses as outlined in Section II-Discipline Code. Communication and publication of the Baltimore County Public Schools' student behavior expectations are essential for maximum parent/guardian and student information and awareness as indicated in the Blueprint for Progress 4.2.

Distribution of Student Handbook

The principal and/or his/her designee distributes a copy of the *Student Handbook* as well as explains to each student his/her responsibilities and rights as stated in the *Student Handbook*. Parents/guardians are expected to sign and return an acknowledgement form to school to indicate that they have reviewed the *Student Handbook* with their students. Acknowledgement Forms should be kept on file by appropriate administrators within the school.

STUDENT HANDBOOK

- **School Responsibilities**
- **Examples - Orientation Sign-Off Sheets**
 - Individual**
 - Group**

Student Handbook - School Responsibilities

- Administrators will be briefed on the current *Student Handbook* with emphasis on special and critical areas that have been changed/updated.
- Faculty/staff will be briefed by their administrators regarding the current format as well as critical and special areas that have been changed/updated in the *Student Handbook*.
- Students will receive the *Student Handbook* during the first week of school. The principal or his/her designees will review handbook with students.
- Students will sign an individual or group acknowledgment form indicating receipt of the handbook. Students will be directed to share the *Student Handbook* with parents/guardians and return the *Student Handbook* Acknowledgement Form to school.
- Students will be given an opportunity to meet with an assistant principal to discuss the handbook in detail.

In the distribution of the *Student Handbooks*, all principals are requested to initiate the following steps:

1. A copy of the *Student Handbook* should be distributed to each staff member with an orientation to its content and procedures.
2. A copy of the *Adapted Version* of the *Student Handbook* should be given to each student in grades K-3.
3. A copy of the *Student Handbook* should be given to **each** student in grades 4 through 12.
4. Limited copies of the *Adapted Version* of the *Student Handbook* are provided to each middle and high school for selected students who would benefit from reading supplementary information on a lower reading level.
5. Every student must receive a comprehensive orientation to the *Student Handbook* and/or the *Adapted Version* of the *Student Handbook* provided by administrators or their designees. This includes students who attend magnet and alternative schools. A videotape introduction is available from Education Channel 73 for secondary and elementary schools.
6. Students and parents must sign a statement verifying that they have received the handbook and discussed its content. Schools are to have students sign individual Acknowledgement Forms at the orientation session and distribution of the handbook. Parents/students will return signed Acknowledgment Forms within 5 days after receipt of the handbook. The Acknowledgement Form may be requested at an appeal hearing. Should you be a witness at an appeal hearing, please bring the student's signed Acknowledgment Form.
7. Parents should be apprised of the existence and general content of the *Student Handbook* and discussions that have taken place with students. This can be done at PTA meetings, through the use of the regular school publications, or other opportunities that you deem appropriate.
8. The public address system and school publications should serve only as supplements to the substantive orientation provided by the school's staff for students.

9. It is helpful to remind students of salient points of the *Student Handbook* at regular intervals during the school year. As you know, students may have a tendency to forget the significant consequences that result when Category II and Category III offenses occur. It is recommended that principals organize a plan within their school to offer this regular reminder.
10. A copy of the *Student Handbook* or the *Adapted Version* of the *Student Handbook* should be given to and reviewed with each student who enrolls during the year.

SAMPLE

[School Letterhead]

STUDENT HANDBOOK

Distribution/Orientation

Sign-Off Sheet

I received a copy of the Baltimore County Public Schools' *Student Handbook*. I had an orientation regarding information in this Handbook and I was able to ask questions. I understand the disciplinary code and the consequences of all offenses. Additionally, I understand the *Telecommunications Acceptable Use Policy*. I was informed that I could meet individually with an assistant principal to discuss the *Student Handbook* in more detail.

Particular attention was paid to the disciplinary code outlined in the *Student Handbook*, and the penalties for drug, alcohol, and weapons offenses were clearly outlined. In addition, I understand that under Maryland law, the possession and/or use of tobacco and tobacco products are illegal on school property.

My signature verifies that I have received a *Student Handbook* and an orientation of its contents.

Student Name (Print)	Student Signature	Grade	Date
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CLASS STUDENT HANDBOOK ACKNOWLEDGMENT LIST

TEACHER _____

CLASS _____

I have received a copy of the Baltimore County Public Schools' *Student Handbook*. The *Student Handbook* was explained, and I was given the opportunity to ask questions. I read and understand the disciplinary code listed in the book and the consequences for all offenses. I was informed that I could meet individually with an assistant principal to discuss the book in detail. My signature verifies that I have received the *Student Handbook* and an orientation of its contents.

NAME (PLEASE PRINT)

SIGNATURE

ABSENTEES:

Return to the grade-level assistant principal when the sheet has been completed.

SAMPLE OF INTERVENTION

Parent Conference

The **Required Parent Conference (RPC)** is an intervention strategy that can be the initial step in the disciplinary process. It may be used at the discretion of the school administrator to resolve issues pertaining to the behavior and academic performance of a student. The conference can take place at the local school or the office of the Pupil Personnel Worker. The purpose of the RPC is to confer with the parent/guardian and student about academic and behavior concerns, and to develop strategies to support student academic and social achievement. **Students are not to be excluded from school prior to the conference.**

Some suggested procedures for scheduling and conducting a Required Parent Conference are provided.

1. The following documentation should be collected to support the goal of the conference:
 - Teacher narratives, comments
 - Disciplinary referrals, history
 - Interim, grade reports
 - Standardized test scores
 - Special education information
 - Attendance data
 - Team meetings (IST, SST, IEP) data

2. Any one or more of the following persons may be included in the conference with the parent/guardian:
 - Administrator
 - Student
 - Counselor
 - Pupil personnel worker
 - Resource personnel (when appropriate)
 - Teacher(s)

3. Notification and Scheduling procedures:
 - Notify parent/guardian by telephone call and schedule a mutually agreeable conference date and time
 - State specific reason for the requested conference
 - Include in notification letter:
 - specific reason/s for conference (EX: to discuss tardiness; to discuss behavior concerns in Math class, etc.)
 - categories - do not use directly from the *Student Handbook!*
 - identify staff with whom the conference is to be held (EX: A.P., teacher, PPW, etc.)
 - date, time, location of conference.
 - Mail and provide student with *Notice of Required Parent Conference*

4. Conducting conference:

- Administrator conducts the conference as a problem solving session prior to suspension
- Notes on the discussion are taken
- Factual information is presented
- Parent/guardian is provided with any requested information
- Action plans are developed
- Role(s) each participant will play in implementing the plan is determined
- Appropriate interventions are determined
- Conference is provided

If parent/guardian fails to respond to conference request, and/or does not keep the scheduled appointment, the administrator should telephone the parent/guardian and attempt to reschedule the appointment. A referral should be made to the pupil personnel worker when parents/guardians have not responded to the request for a conference.

5. Additional Resource:

- See The Manual on Parent Conferencing

BALTIMORE COUNTY PUBLIC SCHOOLS
Towson, Maryland 21204

NOTICE OF REQUIRED PARENT CONFERENCE

Date _____

Name of Parent(s) or Guardian(s) _____

Address _____

Name of Pupil _____ Grade _____

Reason for required conference:

You are expected to appear at the school for a conference on _____.
If you cannot meet at the stated time you must arrange for a new conference date/time with the person indicated below. Failure to do this may result in the suspension of your child.

Person to be contacted _____ Telephone _____

Administrator _____

School _____

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