

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY POLICY COMMITTEE



Tuesday, June 25, 2024
3:00 p.m.
Microsoft Teams

AGENDA

Committee Members

Melissa Ellis, Chair
Dana Schallheim, Member
Joanna Bache Tobin, Member
Eric Lin, Member

- **Review and Approval of Minutes –**
May 28, 2024
- **Policies**
 - GD – Employment of Foreign Nationals
 - JECA – Students with Known Anaphylactic Allergies or Who are Perceived to be Having Symptoms of Anaphylaxis
 - NEW – Board Emergency Management
- **FYI Only – Regulations**
 - GAD-RA – Confidential Communication Reporting At-Risk Student Behaviors
 - GD-RA – Employment of Foreign Nationals
 - JECA-RA – Students with Known Anaphylactic Allergies or Who are Perceived to be Having Symptoms of Anaphylaxis
- **Closeout**
- **For the Good of the Order**

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY
POLICY COMMITTEE MEETING
ADMINISTRATIVE MINUTES
MAY 28, 2024
(UNAPPROVED)

The Board of Education Policy Committee met at 3:00 p.m. on the above date virtually. Board members present were Melissa Ellis, Joanna Tobin, Dana Schallheim, and Eric Lin. Staff members present were Grace Wilson, Legislative and Policy Specialist; Maggie Gosewisch, Specialist Support: Legislation & Policy; Mychael Dickerson, Chief of Staff; Dan Reagan, Director of Internal Audits; Jim Todd, Director of School Performance; Bob Mosier, Chief Communications Officer; Darren Burns, Board Counsel; and Jackie Money, Associate Assistant to the Board. Michelle Koul was present on behalf of the CAC.

Review and Approval of Minutes: Mrs. Ellis opened the meeting with the approval of the minutes from the April 30, 2024, Committee meeting. The meeting minutes were approved by consensus.

Policies

JCA – Representative Student Leadership: Ms. Wilson explained that this policy and accompanying regulation were requested for review by Mr. Lin. This policy was last reviewed in 2014. This policy has been updated for style, formatting, and one minor revision, which was to move the previous Position Statement 2 to the Issue Statement.

Mr. Lin indicated that he requested the review at the beginning of the school year due to the age of the policy and accompanying regulation. He supports all of the changes proposed by staff to the policy and regulation.

The committee approved by consensus to move the policy to the full Board for consideration at the June 18, 2024, Board meeting.

NEW – Board Emergency Management: Ms. Wilson introduced new Policy BL – Board Emergency Management, which was developed at the request of a Board member. The Board’s emergency management committee considered and approved this draft policy. The purpose of this policy is to mandate that the Board implements a Continuity of Operations Plan (COOP) to ensure the continuation of essential functions during a state of local, regional, or national emergency. The Board President is required to appoint Incident Command System Team roles such as an incident commander and public information officer. The policy requires that the Board annually exercises the COOP through a combination of functional and tabletop exercises by the last meeting in July, and review and revise the COOP as needed no later than the last Board meeting in August.

Dr. Tobin expressed that she agreed with the need for a Board emergency management policy after the COVID-19 pandemic and subsequent response. She asked about what the functional and tabletop exercises may look like. Ms. Wilson responded that her question may be better for the Office of Emergency Management (OEM); however, she believes that the functional exercises may look like a review of the plan to ensure accuracy, whereas the tabletop exercise

may involve key stakeholders simulating an emergency situation, without actually mobilizing resources.

Mrs. Ellis expressed her appreciation for those who have worked on the policy thus far; however, she expressed concerns. She understands that the purpose of this policy is to keep the Board operating in an emergency situation. However, she believes that the policy in its current form is a little more involved than necessary and that this policy calls for a significant amount of Board resources, as all Board members would have to be involved in a response. Additionally, she feels that annual training may be too frequent, and that training every four years as there is a turnover in Board membership would be better. Finally, she thinks that it would be better if the Board President appointed a chair to lead any emergency management work, but that some of the essential functions would be best provided by staff and not Board members. She asked the Committee members if they would like to revise this policy further in Committee or bring it before the Board.

Mrs. Schallheim expressed her appreciation for the work done in creating this policy. She also agrees that the Board was not as equipped as it could have been at the beginning of the COVID-19 pandemic. She believes that the policy as written would take a lot of time away from other Board responsibilities and she would like to see the Board members' roles more clearly defined. Therefore, she is also in support of making revisions to this policy before it goes before the full Board.

Mr. Mosier added that he would share his concerns with Ms. Wilson at the appropriate time, if this policy goes back to staff for revisions.

Dr. Tobin indicated her support for taking this policy back to staff for revisions, as she agrees that the member roles as written could lead to confusion for Board members and staff.

Ms. Wilson shared that OEM had done extensive work on the evaluation of the Board essential functions in a time of emergency, and that these positions were recommended specifically for the Board COOP by OEM. These roles would be filled by Board members, who would then coordinate essential functions with the appropriate staff.

Mr. Burns agreed that there is room to make the policy and roles tighter with revisions.

Mrs. Schallheim motioned to remit this policy to staff to incorporate the feedback provided at this Policy Committee meeting. The Committee voted in favor of the motion unanimously.

FYI Only – Regulations

IFE-RA – Identification of Gifted and Talented and Advanced Students: Ms. Wilson explained that this regulation is being updated to account for AACPS' identification of advanced students in addition to gifted and talented students. Additionally, due to the State increasing testing requirements for eighth graders, this regulation would move the testing for gifted and talented and advanced determination from eighth grade to seventh grade.

Dr. Tobin expressed her appreciation for the proposed changes and agreement with the movement of testing to seventh grade.

Mrs. Schallheim also expressed her appreciation for the proposed changes, and asked when the testing shift to seventh grade would occur. Ms. Wilson responded that she would double check with staff to confirm if a phase in approach has already occurred or if it will be taking place next year.

II-RA – Grading: Ms. Wilson introduced Jim Todd, Director of School Performance, to present the proposed changes to this regulation, as he worked extensively to revise this regulation for high school grading requirements.

Mr. Todd explained that his revision process included engaging a variety of stakeholders to finalize his recommendations, including (1) opportunities for mastery; (2) minimum 50% and good faith effort, including late work; (3) attendance and impact on earning credit; and (4) the option to opt out of fourth quarter assessments for all students taking AP or IB exams.

(1) Opportunities for mastery includes the minimum and maximum number of assignments, the number and category of redos, and the timing of redos. The minimum number of assignments was unchanged; however, the maximum number of assignments was changed from 15 to 22 to align with the number of class periods in a marking period. The number of redos was changed to two per marking period in the new assessments category that was added as a grading requirement for teachers. The assessment category must be between 30-50% of the overall grade, and each category must have at least four total graded assignments, with the exception of quarterly assessments. The timing of redos was reduced to five days in situations when teacher-facilitated reteaching is not required, and it remains 10 days in other situations.

Mrs. Schallheim asked about the minimum grade of 50% requirement and how that would benefit students. Mr. Todd explained that this minimum 50% requirement is associated with late work, which is a big issue for teachers. He explained that each class period that work is late there is a 10% penalty for four days and a three-day window for a minimum of 50% grade, which was changed from the entire end of the marking period.

Mrs. Schallheim then asked about how these changes to the late work portion will impact unexcused and excused absences and if teacher discretion in this area will make a difference for students. Mr. Todd explained that coaching principals will be necessary to ensure consistency. Excused absences are considered extensions, not late work, and students should not be penalized for an excused absence. Mrs. Schallheim stressed the importance of communication on this issue to not overburden teachers in managing late work.

(2) Minimum 50% and good faith effort includes the rationale for having a minimum 50% grade for assignments and marking period grades, and the requirement for students to show good faith effort to earn it. Mr. Todd explained that the minimum 50% grading practice gained popularity pre-pandemic for students that exhibited a good faith effort; however, during COVID-19 the good faith effort provision was removed. These revisions to the regulation will add that good faith effort requirement back in, add that the minimum 50% grading requirement will apply to

marking period grades, and change the grade of E to be 50 to 59%, instead of 0 to 59%.

Mrs. Schallheim stated that she conceptually understands the rationale of giving students an incentive to keep trying; however, she is worried that this will result in students moving through the system without gaining mastery of their grade level.

Dr. Tobin added that in her opinion we are now living in a world of grades and that this was not the way before. She appreciates the work that has been done with this regulation, despite her desire for a deeper look at the practice of grading on a grander level.

Mrs. Ellis expressed her agreement with Dr. Tobin, and her opinion that a student cannot succeed simply on a good faith effort. She also asked the Committee to reflect on the Issue Statement of Policy II – Grading that accompanies this regulation, highlighting consistency and communication with students and families.

Mr. Todd reiterated that he met with many stakeholders to get feedback on these proposed changes to the regulation.

(3) Attendance and credit include the new compulsory attendance threshold of nine days per semester, the role of the attendance review committee, and the options for students to recover credit. If a student is absent for more than nine days per the compulsory attendance requirement, the attendance review committee will decide if they earn credit for that semester, have the credit held pending the next semester's performance per their contract, or do not earn credit. Mr. Todd noted that he is creating a manual for attendance review committees to promote consistency across schools in implementing this change.

Mrs. Schallheim expressed her opinion that attendance is key to student success and student accountability, so she appreciates these proposed changes. Mrs. Ellis concurs on the importance of attendance, especially for preparing students who are transitioning to college. Dr. Tobin mirrors these opinions, and she believes that it is key for teachers to have the authority to decide on a student's grade based on the totality of the circumstances.

(4) Opting out of the fourth marking period quarterly assessment for students who take AP or IB exams will be expanded from twelfth grade only to all students. Mr. Lin expressed his gratitude for this change, as it was a priority for his tenure as SMOB.

JCA-RA – Representative Student Leadership: Ms. Wilson explained that this regulation is being updated for style and formatting, along with the policy. The definition of CRASC elected officers was updated to reflect current practice, the CRASC section was updated to reflect the CRASC bylaws and constitution, and election information was added to each student organization section, as election procedures differ between CRASC and other student organizations.

Good of the Order: Ms. Wilson asked the Committee if she could bring additional policies and regulations for review at the next meeting, as the last meeting of the year is typically a closeout meeting. Thus far, the Committee has reviewed 16 of the proposed 30 policies and regulations requested for the year. The Committee approved this request.

Adjourn: 4:16 PM

POLICY

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

Related Entries: GD-RA

Responsible Office: DIVISION OF HUMAN RESOURCES CHIEF HUMAN RESOURCES OFFICER

EMPLOYMENT OF FOREIGN NATIONALS

A. PURPOSE

To establish a policy to govern the employment of foreign nationals by Anne Arundel County Public Schools (AACPS).

B. ISSUE

The United States (U.S.) Government requires employment authorization for all foreign nationals who want to work in the United U. States. Anne Arundel County Public Schools AACPS may, at its discretion, hire foreign nationals and must comply with all federal laws and regulations established to authorize such employment. This policy requires compliance with federal laws and regulations governing the employment of foreign nationals. It serves to protect the organization and individual employees from substantial penalties that may be incurred in the employment of unauthorized foreign nationals.

This policy applies to the employment of foreign nationals in any position within Anne Arundel County Public Schools AACPS, regardless of full-time equivalency (~~FTE~~), appointment period (temporary or permanent), or funding source.

C. POSITION

1. Prior to hiring a foreign national in any capacity, the Division of Human Resources ~~shall~~must verify eligibility for employment authorization.
2. Employment offers to foreign nationals ~~will~~may be made only when:
 - a. U.S. citizens or permanent residents of equal training, experience, and competence for the position are limited, in accordance with ~~(critical shortage areas determined by~~according to the current Maryland Staffing Report~~),~~ or unavailable~~;~~; or~~;~~;

- ~~2.b.~~ †To enhance understanding and cultural exchanges through participation in the Exchange Visitor Program pursuant to the Mutual Educational and Cultural Exchange Act of 1961, as amended.
3. The Division of Human Resources ~~will~~ shall monitor the employment restrictions imposed by the individual's visa status.
 4. ~~Applications or petitions from Anne Arundel County Public Schools supporting Permanent Resident status are normally typically reserved for individuals who have been granted tenure or satisfactorily completed their probationary period in a regular position that is expected to continue over time. Under no circumstances may a~~ hiring authority may not make any guarantee of sponsorship for permanent residence to an employee. The Division of Human Resources may agree to consider sponsoring an employee for permanent residence when specific conditions, outlined in the ~~implementing accompanying~~ regulations, ~~are~~ are satisfied.
 5. Only the Superintendent of Schools, ~~or the Director of Chief~~ Chief Human Resources ~~Officer, or his/her the Chief Human Resources Officer's~~ designee, may authorize an attorney to represent ~~Anne Arundel County Public Schools AACPS~~ or any of its components in any nonimmigrant or immigrant petition or application. Foreign nationals may retain an attorney to represent ~~their his/her~~ interests; however, ~~Anne Arundel County Public Schools AACPS~~ will not pay for this private representation.
 6. ~~Anne Arundel County Public Schools AACPS~~ employees are expressly prohibited from extending an offer of employment to, knowingly employing, or contracting employment with, an unauthorized foreign national.
 7. ~~Anne Arundel County Public Schools AACPS~~ will pay all fees it is legally required to pay by the U.S. Department of Labor ~~(DOL)~~ regulation.

D. IMPLEMENTATION

The Superintendent is authorized to develop regulations to implement this policy.

Policy History: Adopted 02/06/08; //

Note Previous Policy History: None

Legal References: 8 USC Ch. 12 Immigration and Nationality; 22 USC Ch. 33 Mutual Educational and Cultural Exchange Act of 1961; 20 C.F.R. §655

POLICY

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

Related Entries: ~~Policy JEC, JEC-RA, JECA-RA, JECA~~

Responsible Office: ~~ASSISTANT SUPERINTENDENT FOR DIVISION OF STUDENT SUPPORT SERVICES,
CHIEF STUDENT AND SYSTEMIC SUPPORTS OFFICER~~

STUDENTS WITH ~~KNOWN~~ ANAPHYLACTIC ALLERGIES OR ~~WHO ARE PERCEIVED TO BE HAVING~~ SYMPTOMS OF ANAPHYLAXIS

A. ~~-PURPOSE~~

To reduce the risk to students with anaphylactic allergies in accordance with State law,
~~compliance with §§ 7-426.1 and §7-426.2 of the Education Article, Annotated Code of~~
~~Maryland.~~

B. ~~-ISSUE~~

The Board of Education of Anne Arundel County (Board) recognizes there are students in
Anne Arundel County Public Schools (AACPS) whose allergic reactions to certain
anaphylactic-causative agents such as foods, ~~or,~~ insects, or medications, ~~etc.~~ could be life
threatening and require immediate medical response by using auto-injectable epinephrine.
This policy authorizes appropriate ~~staff personnel~~ to prepare and respond to known or
perceived anaphylactic challenges, including emergencies.

C. ~~-POSITION~~

1. AACPS shall comply with the *Maryland State School Health Service Guidelines:
Management of Anaphylaxis in Schools* issued jointly by the Maryland State
Department of Education and the Maryland Department of Health ~~and Mental~~
~~Hygiene~~ to reduce the risk of exposure to anaphylactic causative agents in
classrooms and common areas.
2. School administrators, staff, and ~~the~~ school health professionals shall identify those
students who attend their schools and are at risk of having an anaphylactic
reaction to a known allergen. ~~Appropriate s~~Staff members with a legitimate
educational interest, as defined in the *Federal Educational Rights and Privacy Act,*
shall be made aware of the student's allergy, and work with ~~the a~~ school health
professional to ensure they can recognize the symptoms of an anaphylactic reaction,

the location of and access to the student's auto-injectable epinephrine, whether or not the student is able to self-administer, and receive instruction on the proper procedure to follow in administering the epinephrine.

3. The administration of epinephrine to a student who is experiencing an anaphylactic allergic reaction, in consultation with a school health professional, may be necessary to prevent a fatal reaction. ~~Appropriate personnel shall be notified in advance of a student with an anaphylactic allergy and receive training to recognize the symptoms of an allergic reaction and what to do if a reaction occurs, including the injection of epinephrine if the student is not able to self-administer. The Sschool principals, in consultation with the school nurse (RN), shall determine identity staff who shall should be prepared to respond to an anaphylactic challenge and ensure, in concert with the Central Office and school health professional, that they are trained properly and~~ in accordance with the regulations.

D. ~~IMPLEMENTATION~~

The Superintendent is authorized to develop regulations to implement this policy.

Policy History: ~~Adopted on 02/02/11; Revised 02/06/13~~ ~~Developed by Superintendent 02/06/13~~
~~Reviewed by Board of Education 02/06/13~~
~~Adopted 02/06/13~~

Note pPrevious pPolicy hHistory: ~~None Adopted 2/2/11~~

Legal References: Federal Educational Rights and Privacy Act, Sections 7-426.1 and 7-426.2 of the Education Article, Maryland State School Health Services Guidelines: Management of Anaphylaxis in Schools

POLICY

BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

Related Entries: N/A

Responsible Office: BOARD OF EDUCATION OF ANNE ARUNDEL COUNTY

BOARD EMERGENCY MANAGEMENT

A. PURPOSE

To establish procedures for adopting and implementing a continuity of operation plan (COOP) for the Board of Education of Anne Arundel County (Board) to ensure the continuation of the essential functions of the Board during a state of local, regional, or national emergency.

B. ISSUE

The Board recognizes that maintaining a COOP helps to minimize the interruption of critical functions that may be encountered during a state of local, regional, or national emergency, and supports preparedness, mitigation, response, and recovery efforts that may be undertaken by the applicable governmental authorities.

C. DEFINITIONS

1. ***Continuity of Operations Plan (COOP)*** – Ensures the continuation of essential functions during and after an emergency that may incapacitate any of the personnel, resources, or facilities required to perform those functions.
2. ***Functional Exercise*** – An operations-based exercise designed to test and evaluate capabilities and functions while in a realistic, real-time environment; however, movement of resources is usually simulated.
3. ***Tabletop Exercise*** – A discussion-based exercise in response to a scenario, intended to generate a dialogue of various issues to facilitate a conceptual understanding or identify strengths and areas for improvement.

D. POSITION

1. The Board shall coordinate with the applicable local, State, and federal authorities regarding preparing for, mitigating, responding to, and recovering from a local, regional, or national emergency.

2. The Board's shall adopt a COOP that complies with Board policy and applicable federal emergency management guidelines and best practices.
3. Following the adoption of the COOP and annually thereafter, the Board President shall appoint a COOP Committee consisting of four members of the Board. The Board President shall serve as the chair of the COOP Committee.
 - a. The COOP Committee shall be responsible for the execution of the COOP during a state of local, regional, or national emergency, including:
 - i. Communication;
 - ii. Operations;
 - iii. Planning; and
 - iv. Logistics;
4. The COOP Committee shall annually review the COOP and make recommendations to the Board for revision as needed. The annual review shall occur no later than the last Board meeting in August.
5. The Board shall exercise the COOP every 4 years in the year following the election of Board members in coordination with the Anne Arundel County Office of Emergency Management. This exercise shall occur no later than the last Board meeting in July. This exercise shall incorporate tabletop exercises and may incorporate functional exercises.
6. New Board members shall receive information regarding the COOP during new board member orientation. New Board members shall be provided with a copy of the COOP.

Policy History: Adopted on //

Note Previous Policy History: None

Legal References: [Department of Homeland Security, Federal Emergency Management Agency Continuity Guidance Circular 1, Continuity Guidance for Non-Federal Entities](#); [Department of Homeland Security, Federal Emergency Management Agency Continuity Guidance Curricular 2, Continuity Guidance for Non-Federal Entities: Mission Essential Functions Identification Process](#)

FYI ONLY

REGULATION

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Related Entries: GAD, JB-RA, JH, JN, JN-RA, JS-RA

Responsible Office: DIVISION OF STUDENT SUPPORT SERVICES, OFFICE OF SCHOOL SECURITY

CONFIDENTIAL COMMUNICATIONS: REPORTING OF AT-RISK STUDENT BEHAVIORS

A. PURPOSE

To establish procedures regarding reporting at-risk student behaviors, including such as suicidal threats and gestures, self-injurious behaviors, plans to run away, requests for drug and alcohol counseling, requests for mental health support, and requests for pregnancy support.

B. BACKGROUND

~~The~~ Anne Arundel County Public Schools (AACPS) ~~administration~~ recognizes the importance of taking the appropriate measures to protect students from harm. This regulation establishes procedures and the responsibility of staff regarding this charge.

C. DEFINITIONS

1. ***Confidential Communication*** – information revealed during a counseling session or a private conference that the student expresses, either verbally or through other communication cues, a desire to maintain confidence in the communication to other individuals, including other students, parent(s)/guardian(s), teachers, administrators, ~~peers~~, or law enforcement officers.
2. ***Eligible Student*** – a student who is 18 years of age or older, or a student who is married and, therefore, has the same rights as those granted to the student's parent(s)/guardian(s) as defined in Policy JH – Student Records.
3. ***Non-Suicidal Self-Injury (NSSI)*** – self-injurious thoughts or behaviors, including physical harm that causes tissue damage such as breaking the skin, bruising, and leaving lasting marks. NSSI involves a student harming themselves without the intent to die.
4. ***Runaway*** – a student who is absent from the student's home or place of legal residence at least overnight without the permission of the student's parent(s)/guardian(s).

- ~~4. ***Self-Injurious Behaviors***— behaviors by a student to the student that deliberately cause physical harm to the extent of causing tissue damage, including breaking the skin, bruising, and leaving lasting marks.~~
5. ***Student Request for Drug and Alcohol Counseling*** – a request for counseling and information related to drug or alcohol abuse, including treatment and advice.
6. ***Student Request for Mental Health Support*** – a request for counseling support, including psycho-educational services designed to prevent and support emotional and learning difficulties to ensure student success.
7. ***Student Request for Support Regarding Pregnancy*** – a request for reproductive health services by a student who reports that ~~she is~~they are pregnant or who believes ~~she is~~they are pregnant.
- ~~8. ***9.—Student Services Team Members*** – pupil personnel workers, school counselors, school psychologists, and school social workers ~~and Anne Arundel County Department of Health school health professionals.~~~~
- ~~8. ***Suicidal Threats and Gestures*** – statements, including oral, written, and electronic communications, or behaviors that imply possible suicide ~~or self-harm.~~~~
- ~~9.~~
10. ***Volunteer*** – an individual ~~who,~~ working under staff supervision who, contributes service to the school system without remuneration.

D. PROCEDURES

1. Overview

AACPS shall provide periodic training for all school staff regarding mandated procedures for handling at-risk student behaviors in accordance with this regulation.

- a. In accordance with State law and regulation, ~~certificated-licensed~~ employees who have direct contact with students on a regular basis shall complete training ~~or~~ on or before December 1 each year in the skills required to:
 - i. ~~u~~Understand and respond to youth suicide risk;
 - ii. ~~and i~~Identify professional resources to help students in crisis;
 - iii. Recognize student behavioral health issues;

iv. Recognize students experiencing trauma or violence out of school and refer students to behavioral health services; and

a.v. Support any students needing services at a community school.

- b. AACPS employees and volunteers shall immediately report to the principal or the principal's designee any discussion with any student that indicates any behavior that is potentially harmful or dangerous to the studentself, others, or the community, including NSSI, suicidal threats or gestures, or plans to run away, unless an exception applies under this regulation or State law.
- c. AACPS employees ~~and Anne Arundel County Health Department employees~~ who work with students in counseling relationships shall inform students of the limitations regarding confidential communications, and the obligation to disclose certain at-risk student behavior to the principal or the principal's designee.

2. Suicidal Threats and Gestures

- a. An AACPS employee or volunteer who becomes aware of a student who implies, states, writes about, or communicates possible suicide threats or makes suicidal gestures shall immediately report this information to a student services team member and the principal or the principal's designee.
- b. The student shall remain under continuous adult supervision without exception until the risk assessment has been completed.
- c. The student services team member shall meet with the student immediately to assess the lethality of the situation.
- d. The student services team member assessing the situation shall formally consult with another student services team member, either on site or by telephone, to discuss the case prior to determining appropriate next steps.
- e. The student services team member shall promptly notify the student's parent(s)/guardian(s).
 - i. If the student services team member is unable to contact the student's parent(s)/guardian(s) ~~or individual designated by the eligible student~~, the student services team member shall inform the principal or the principal's designee, who will attempt to make contact.
 - ii. If the principal or the principal's designee is unable to make contact with the student's parent(s)/guardian(s) ~~or individual designated by the eligible student~~, the Assistant Superintendent for Instruction and School Performance and the School Resource Officer (SRO) or law enforcement shall be notified.

- iii. If the parent(s)/guardian(s) refuses to accept responsibility for the child, the principal or the principal's designee shall contact the SRO or law enforcement and notify the Assistant Superintendent for Instruction and School Performance.
 - iv. In the case of an eligible student, an emergency contact or individual designated by the eligible student shall be contacted to assist with accessing mental health support. If the emergency contact or individual designated by the eligible student cannot be contacted or refuses to assist the student, the principal or the principal's designee shall contact the SRO or law enforcement and notify the Assistant Superintendent for Instruction and School Performance.
- f. If the situation warrants action necessary for the safety of the student, the student services team member shall advise the principal or the principal's designee on the appropriate course of action. This may include:
- i. Contacting the SRO or law enforcement for an immediate assessment and transport to the hospital;
 - ii. Requesting that the student's parent(s)/guardian(s) or individual designated by the eligible student complete a mental health evaluation;
 - iii. Meeting with the student's parent(s)/guardian(s) to discuss safety and supports for the student; or
 - iv. Identifying other supports and safety plans, as appropriate; ~~v. If the parent(s)/guardian(s) refuses to accept responsibility for the child or cannot be contacted, the principal or the principal's designee shall contact law enforcement and notify the Regional Assistant Superintendent; or~~
 - ~~vi. In the case of an eligible student, an emergency contact or individual designated by the eligible student shall be contacted to assist with accessing mental health support. If the emergency contact or individual designated by the eligible student cannot be contacted or refuses to assist the student, the principal or the principal's designee shall contact law enforcement and notify the Regional Assistant Superintendent.~~
- g. i. In consultation with the student's parent(s)/guardian(s) or an eligible student, the student services team member and, principal or the principal's designee shall discuss which, if any, teachers may be given information about the incident.

- ii. The student services team member who has been working with the student shall complete the ~~online report~~ Suicide Attempts and Gestures form located on the AACPS intranet.
- h. When appropriate, the student services team member(s) and the principal or the principal's designee shall plan for the student's return to school by collaboratively developing a student support plan. The plan may include:
 - i. The student reporting to the school counseling office upon the student's return to school;
 - ii. A student services team member meeting with the student and the student's parent(s)/guardian(s) to discuss needs for support in school; or
 - iii. ~~A~~The student services team member contacting the parent(s)/guardian(s) regarding follow up mental health services in the community, if appropriate.
- i. If the suicide threat or gesture occurs when the student is not in the presence of staff, including in social media posts, ~~or~~ a class assignment, or by a student in the Virtual Academy:
 - i. Staff shall immediately report the situation to the principal or the principal's designee.
 - ii. If staff is unable to contact the principal or the principal's designee, or the situation is imminent, including a direct suicide statement made on social media or class assignment, staff shall immediately contact law enforcement.
 - iii. The principal or the principal's designee shall notify the Office of School Security~~afety~~.
 - iv. The principal or the principal's designee shall contact the parent(s)/guardian(s) of the student who expressed the threat or gesture as soon as practicable. In the case of an eligible student, the principal or principal's designee shall contact an emergency contact or other individual indicated by the eligible student.
 - iv.v. If the principal or principal's designee is unable to contact the student's parent(s)/guardian(s) or an emergency contact or other individual indicated by the eligible student, the principal or principal's designee shall contact law enforcement and the Assistant Superintendent for Instruction and School Performance.

~~v.vi.~~ Upon the student's return to school, the principal or the principal's designee shall notify the appropriate student services team members to initiate a risk assessment, if appropriate, and share relevant information.

j. If the suicide threat or gesture occurs during a school-sponsored field trip:

i. The student shall be supervised at all times by staff;

ii. The principal or the principal's designee shall be notified;

iii. If it is during the school day, staff shall consult with student services team members to determine an appropriate course of action; ~~and.~~ If it is after the school day, the principal or principal's designee shall notify the appropriate student services team member the next school day.

iv. The student's parent(s)/guardian(s) shall be contacted immediately, and a plan shall be developed to ensure the student's safety. In the case of an eligible student, an emergency contact or individual designated by the eligible student shall be contacted immediately and a plan developed to ensure the student's safety. The plan may include:

a) Contacting law enforcement for an immediate assessment and transport to the hospital;

b) Requesting that the parent(s)/guardian(s) or individual designated by the eligible student come to the field trip site as soon as possible to pick up the student and take the student for a mental health evaluation; ~~or~~

c) Requesting that the parent(s)/guardian(s) or individual designated by the eligible student meet the student upon return from the field trip.

v. If the parent(s)/guardian(s) or emergency contact or individual designated by an eligible student cannot be contacted, the principal or principal's designee shall contact law enforcement and the Assistant Superintendent for Instruction and School Performance.

~~v. The principal or the principal's designee shall notify the appropriate student services team member the next school day to follow up.~~

k. The following procedures shall be followed if the suicide threat or gesture occurs at an after-hour's school-sponsored event:

i. The student shall be supervised at all times by staff.

~~ii.~~ If the student's parent(s)/guardian(s) is present, staff shall immediately notify the student's parent(s)/guardian(s) and suggest that the student be taken for an evaluation by a mental health professional. The student may not continue with the activity until the concern has been addressed.

~~iii.~~iii. The principal or the principal's designee shall be notified.

~~iii.~~iv. If the parent(s)/guardian(s) is not present but can be reached by telephone, inform the parent(s)/guardian(s) of the situation and request that the student be picked up. The staff member in charge shall suggest that the student be taken for an evaluation by a mental health professional. ~~The principal or the principal's designee shall be notified.~~

~~iv.~~v. If the parent(s)/guardian(s) refuses to accept responsibility for the child or cannot be contacted, the staff member in charge shall call law enforcement ~~and notify the principal or the principal's designee.~~ The principal or the principal's designee shall notify the Assistant Superintendent for Instruction and School Performance~~Regional Assistant Superintendent.~~

~~v.~~vi. In the case of an eligible student, an emergency contact or individual designated by the eligible student shall be contacted to assist with accessing mental health support. If the emergency contact or individual designated by the eligible student cannot be contacted or refuses to assist the student, the staff member in charge shall contact law enforcement ~~and notify the principal or the principal's designee.~~ The principal or the principal's designee shall notify the Assistant Superintendent for Instruction and School Performance~~Regional Assistant Superintendent.~~

~~vi.~~vii. The principal or the principal's designee shall notify the appropriate student services team member at the start of the next school day for follow-up.

~~viii.~~ Upon the student's return to school, the principal or the principal's designee shall notify the appropriate student services team members to initiate a risk assessment, if appropriate, and share relevant information with appropriate AACPS employees.

~~vii.~~i. If a student is assessed and determined to be both suicidal intent and non-suicidal self-injury, then both sets of procedures shall be followed, including completing both online reports.

3. Non-Suicidal Self-Injurious Behaviors

a. Any situation in which a student engages in ~~self-injurious~~NSSI, whether self-reported or reported by another individual, shall be ~~assessed for risk by a student services team member~~handled as a suicide threat the first time the behavior

~~occurs, unless the student services team member working with the student is convinced without question that this is an incident of self-injury rather than a suicidal gesture.~~

- b. If the thoughts or behavior ~~are~~ repetitive self-injurious behavior and does not appear to reflect suicidal threats or gestures, the protocol for handling those behaviors shall be determined to be non-suicidal self-injury, the following steps shall be taken:
- i. The student shall be seen by a student services team member to gather information.
 - ii. A plan of action shall be developed in consultation with other student services team members and the student's parent(s)/guardian(s). The plan shall include an agreed upon method of communication between the student services team member and the parent(s)/guardian(s).
 - iii. Permission to speak with outside mental health professionals shall be obtained, if appropriate.
 - iv. The student's parents(s)/ guardian(s) shall be notified for each instance of self-injurious behavior or NSSI, unless a different procedure for handling such a matter has been established and documented. If the student is not being seen by an outside mental health professional, outside services shall be suggested to the parent(s)/ guardian(s) or eligible student.
 - v. The principal or the principal's designee shall be notified.
 - vi. The student services team member shall complete the ~~online report~~ Non-Suicidal Self-Injury Reporting form located on the AACPS intranet.
- ~~vii.c. If the student is assessed and determined to be both suicidal intent and non-suicidal self-injury then both sets of procedures shall be followed, including the completion of both online reports.~~

4. Runaway

- a. A student services team member and, principal or the principal's designee shall meet with the student immediately to discuss the situation and explore alternative solutions.
- b. The principal or the principal's designee shall promptly notify the student's parent(s)/guardian(s) and the Assistant Superintendent for Instruction and School Performance. Staff shall notify the student's parents(s)/guardian(s) and provide any available information about where, when, and with whom the student ran

away. If the situation warrants action necessary for the safety of the student, the principal or the principal's designee shall request that the student's parent(s)/guardian(s) come to the school as soon as possible.

- c. The student services team member and, principal or the principal's designee shall conduct a conference with the student's parent(s)/guardian(s) to explore the appropriateness of the student being seen by an outside mental health professional.
- d. If a student communicates directly with a student services team member that the student plans to run away, the information shall be communicated to the principal or the principal's designee and paragraphs (b) and (c) above shall be followed.
- e. If a student runs away from the student's legal residence, staff shall notify the student's parent(s)/guardian(s) and provide any available information about where, when, and with whom the student ran away. The principal or the principal's designee shall immediately notify the Assistant Superintendent for Instruction and School Performance~~Regional Assistant Superintendent~~.

5. Student Request for Mental Health Support

- a. If a student requests mental health support, the student shall be referred to the school counseling office.
- b. Student services team members may meet a student on a crisis basis to assess for risk. The student's parent(s)/guardian(s) shall be notified of the risk assessment as soon as possible, unless information results in a referral to the Department of Social Services for potential child abuse, neglect, sexual abuse, or mental injury committed by the parent(s)/guardian(s).
- c. Parental/guardian ~~consent~~notification is not required for an eligible student.

6. Student Request for Drug and Alcohol Counseling

- a. In accordance with State law, a minor has the same capacity as an adult to consent to treatment for or advice about drug abuse and alcoholism. As such, a student request ~~that is solely for alcohol and drug abuse~~drug or alcohol counseling shall be a confidential communication and may not be disclosed to the student's parent(s)/guardian(s) without the student's consent.
- b. Staff receiving a request from a student regarding alcohol or drug abuse counseling shall refer the student to a member of the school-based student services team.

7. Student Request for Pregnancy Support Regarding Pregnancy

- a. In accordance with State law, a minor has the same capacity as an adult to consent to treatment for or advice about reproductive health services. Therefore, student requests regarding pregnancy such a request shall be confidential and may not be disclosed to the student's parent(s)/ guardian(s) without the student's consent.
- b. When a student seeks counseling regarding pregnancy ~~concerns~~, the ~~first~~ goal of the student services team member shall be to encourage the student to involve the student's family.
- c. If the student is persistently resistant to informing the family regarding the pregnancy ~~concern~~, the student services team member, working with the student, shall refer the student to the school health professional who shall continue to recommend parent involvement and provide information and referrals regarding prenatal care, or the staff member designated in Regulation JS-RA – Pregnant and Parenting Students who shall connect the student with childcare, early education services, and transportation services to and from school.
- d. Attendance accommodations for the student shall be in accordance with Regulation Policy JB-RA – Compulsory Attendance and Regulation JS-RA – Pregnant and Parenting Students.

Regulation History: Developed by Superintendent 05/16/07; 05/08/19
Reviewed by the Board of Education 05/16/07; 07/10/19
Issued 05/16/07; Revised 06/27/11; ~~Revised~~ 07/18/13; ~~Revised~~ 06/20/18; 8/21/19; //

Note Previous Regulation History: Replaces Policy 800.04, adopted 09/03/75 and revised 08/04/92

Legal References: Section 20-102 of the Health General Article; Section 6-122 of the Education Article; COMAR 13A.07.11.03

REGULATION~~egulation~~ ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Related Entries: ~~Policy~~ GD

Responsible Office: ~~DIVISION OF HUMAN RESOURCES~~ CHIEF HUMAN RESOURCES OFFICER

EMPLOYMENT OF FOREIGN NATIONALS

A. PURPOSE

To establish procedures for addressing the employment of foreign nationals by Anne Arundel County Public Schools (AACPS).

B. BACKGROUND

The Board of Education of Anne Arundel County seeks to broaden the candidate pool in all areas, including targeted critical shortage areas and underrepresented populations. As a result of the need to expand efforts in recruitment, qualified foreign nationals may be selected for specific positions. Additionally, the employment of foreign nationals may provide our school system with a more well-rounded and improved understanding of different world perspectives through employees who share their culture.

C. DEFINITIONS

1. *Beneficiary Employee* – an employee that is the beneficiary of an employer-sponsored immigration application.

~~A *Firm Employment Offer* is a written communication in which a hiring authority makes an offer to employ a specific person in a specific position at a specified rate of pay to start within a certain time frame.~~

2. *A Foreign National* ~~is~~ an individual who is not a United States (U.S.) citizen, permanent resident, or resident alien of the United States.

3. *An H-1B Visa (Specialty Occupation Workers)* ~~is~~ a temporary, nonimmigrant visa issued to a foreign national who has specialized education credentials and who has been offered a position requiring the application of a theoretical and specialized body of knowledge acquired in his/her/their degree program. ~~Generally, an H-1B visa is approved for an initial 3three-year period with a 3three-year extension available for a total of 6six years.~~

~~—An I-9 Employment Eligibility Verification—is a form that must be completed by each employee upon hire. Evidence of eligibility to work in the U.S. must be presented.~~

4. ~~An I-129—is~~ a Petition for Nonimmigrant Worker, filed with the United States Citizenship and Immigration Services (USCIS) to apply for an H visa designation.

5. ~~A J-1 Visa (Exchange Visitor)—is~~ a temporary non-immigrant visa issued to a foreign national employed in an educational or exchange program approved by the U.S. Department of State (DOS). The validity period for J-1 visa holders varies depending on the purpose of the individual’s stay.

6. ~~A Labor Certification—is~~ an authorization by the U.S. Department of Labor (DOL) to hire a foreign national.

7. ~~A LCA is a Labor Condition Application (LCA)—is~~ the initial step to obtain H visa status; an attestation to the U.S. ~~Department of Labor~~ of the terms and conditions of employment.

8. ~~A Nonimmigrant—is~~ a citizen of another country who has been admitted to the United States for a temporary period and for a specific purpose.

9. ~~A Permanent Resident or Resident Alien—is~~ an individual who has been lawfully admitted to the United States to live and work, an immigrant, or holder of a “green card.”

1. ~~—~~

2. ~~USCIS means the United States Citizenship and Immigration Services.~~

3. ~~US DOL means the United States Department of Labor.~~

4. ~~US DOS means the United States Department of State.~~

5. ~~Beneficiary Employee is an employee that is the beneficiary of an employer-sponsored immigration application.~~

D. PROCEDURES

1. ~~Anne Arundel County Public Schools AACPS~~ may offer employment to individuals ~~with~~ temporary, non-immigrant status such as a H-1B or J-1 visa. While their immigration status is temporary, they may qualify for U.S. ~~P~~permanent ~~R~~resident status through employment.

2. To avoid any potential misunderstandings and to protect AACPS from any future claims which may be made by a prospective employee, at the time of hire of a foreign national, the Division of Human Resources ~~shall~~will discuss with the employee

- conditions which must be satisfied before AACPS will ~~entertain~~ consider sponsorship for permanent residence. ~~(See 5, below.)~~
3. Employees working on an H-1B visa status ~~must~~ shall remain in the specific job authorized. Transfers or a promotion to a different job may invalidate the H-1B visa status. If such a transfer or /promotion is contemplated, an amendment to the H-1B petition may be required.
 4. The H-1B petition is employer-~~specifie~~ and job-specific. The H-1B beneficiary employee can only be employed by the employer who sponsored the beneficiary employee of the H-1B petition. ~~In~~ addition, they can only be employed in the specific job for which the H-1B was approved. ~~Transfers or a promotion to a different job may invalidate the H-1B status.~~ If such a transfer or /promotion is contemplated, the Division of Human Resources ~~must~~ sh be consulted before an amendment to the H-1B petition may be sought. No other employment is allowed, unless another prospective employer files an H-1B petition for concurrent employment.
 5. Under certain conditions, ~~the Anne Arundel County Public Schools~~ AACPS may ~~wish to~~ retain on a permanent basis an employee currently working in a temporary, non-immigrant work status. Permanent Residence sponsorship may be considered when all of the following conditions are ~~met~~ true:
 - ~~a. Employee achieved tenure and/or satisfactorily completed his or her~~ their ~~probationary period in a regular position, and the position is expected to continue over time; and~~
 - ~~b.a.~~ All performance evaluation ratings have been satisfactory or above; ~~and~~
 - ~~e.b.~~ There are no disciplinary actions or pending disciplinary actions; ~~and~~
 - ~~d.c.~~ The immediate supervisor has provided a written request and recommendation for such action; ~~and~~
 - ~~e.d.~~ The employee agrees to remain employed by ~~the Anne Arundel County Public Schools~~ AACPS for at least ~~two (2)~~ years beyond the date when ~~they~~ he/she secures permanent resident status; ~~i.e., green card~~; and
 - ~~f.e.~~ A qualified immigration attorney submits to the ~~Human Resources Director~~ Chief Human Resources Officer a statement indicating that ~~he or she has~~ they have conducted a detailed analysis of the employee's case and determined that there are no foreseeable bars to obtaining permanent residence within the available time. If the attorney has identified any circumstances that would preclude the employee

from obtaining permanent residence, that conclusion should be included in the statement.

6. Exceptions to any of the requirements detailed in ~~Section D.5. above~~ may be made only by the ~~Director of Human Resources~~ Chief Human Resources Officer when it is in the best interest of AACPS.
7. When it has been determined that ~~Anne Arundel County Public Schools~~ AACPS will begin the process for sponsoring an employee for U.S. ~~Permanent Resident~~ status, ~~the district~~ AACPS will petition USCIS on behalf of the employee. The employee and ~~his or her~~ their immediate supervisor must have completed and signed a “*Request for U.S. Permanent Residence for an Anne Arundel County Public Schools Employee form*”. The employee must certify that ~~they~~ he/she plans to remain in the position indefinitely and will not seek employment elsewhere. No ~~Permanent Resident~~ application process will commence prior to the receipt of the completed form. Upon receipt of a completed form ~~As such, Anne Arundel County Public Schools~~ AACPS will ~~shall~~:
 - a. File an ~~Application for Alien Employment Certification (typically known as “Labor Certification”)~~ with DOL.
 - b. Following approval of the DOL Labor Certification application, ~~Anne Arundel County Public Schools~~ AACPS ~~shall~~ will file with ~~the immigration service~~ USCIS an Immigrant Petition for an Alien Worker. ~~Anne Arundel County Public Schools~~ AACPS will pay the fee for this filing. All other fees, including attorney fees, ~~shall be~~ remain the responsibility of the employee.
 - c. Upon approval of the Immigrant Petition by ~~the immigration service~~ USCIS, the employee ~~may~~ can file ~~their~~ his/her individual application for adjustment of status to ~~Permanent Resident~~ with the immigration service provided that ~~their~~ his/her priority date is “current” according to the DOS Visa Bulletin.
- 7.8. Applying for ~~Permanent Resident~~ status on behalf of a foreign national is a detailed and time-consuming process which requires a minimum of ~~one~~ (1) year, and often as much as ~~three~~ (3) or more years to complete, depending on the individual case. Government processing times vary and are subject to change. Failure to act within a reasonable time period may jeopardize the employee’s non-immigrant status and resulting work authorization may expire before the residence process is complete, thus requiring the foreign national to depart the United States.
- 8.9. Employees may file a family-based ~~Permanent Resident~~ application on their own or through an attorney, without need for ~~Anne Arundel County Public Schools~~ AACPS’s sponsorship. Employees who elect to pursue this approach to ~~Permanent Resident~~

status ~~shall~~~~must~~ keep the Division of Human Resources, specifically the Employee Records File Room staff, apprised of its progress.

~~9-10.~~ Certain employees, based on country of origin and occupation, may be eligible to apply for the annual Diversity Visa Lottery and, if eligible, ~~are encouraged to~~~~should~~ do so.

~~10-11.~~ The Senior Specialist for Workforce Diversity or Senior Specialist's designee shall immediately notify ~~T~~the Division of Human Resources, specifically the Employee Records File Room staff, ~~must be notified immediately~~ of any change in the employee's status. ~~Changes may require a new~~ *Eligibility of Employment Authorization* form.

~~11-12.~~ AACPS ~~shall~~~~will~~ pay all fees and expenses for immigration-related applications, ~~etc.~~ as required by federal regulation. A beneficiary employee may incur some financial responsibility for expenses associated with submission of some applications.

~~12-13.~~ The authority to sign applications ~~and~~/or documents related to any immigration case rests exclusively with the ~~Chief Director of~~ Human Resources Officer or the Chief Human Resources Officer's designee. No other persons are permitted to sign documents associated with immigration matters on behalf of the ~~Anne Arundel County Public Schools~~AACPS.

Regulation History: ~~Developed by Superintendent 10/10/07~~
~~Reviewed by the Board of Education 2/6/08~~
~~Issued 02/06/08; Revised //~~

Note Previous Regulation History: None

Legal References: 8 USC Ch. 12 Immigration and Nationality; 22 USC Ch. 33 Mutual Educational and Cultural Exchange Act of 1961; 20 C.F.R. §655

REGULATION ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

Related Entries: ~~Policies~~ DEC, DEC-RA, JEC, JEC-RA, JECA, JECAA and JEC;
Responsible Office: ~~ASSISTANT SUPERINTENDENT FOR DIVISION OF STUDENT SUPPORT~~
SERVICES, ~~CHIEF STUDENT AND SYSTEMIC SUPPORTS OFFICER~~

STUDENTS WITH ~~KNOWN~~ ANAPHYLACTIC ALLERGIES OR ~~WHO ARE PERCEIVED TO BE HAVING~~ SYMPTOMS OF ANAPHYLAXIS

A. PURPOSE

To establish ~~protocol~~ procedures to reduce the risk to students with anaphylactic allergies and for the management of students with a known history of anaphylactic allergic reactions, in accordance with State law, ~~compliance with §§ 7-426.1 and 7-426.2 of the Education Article, Annotated Code of Maryland.~~

B. BACKGROUND

~~Because of~~Due to the life-threatening nature of anaphylaxis, students who attend Anne Arundel County Public Schools (AACPS) who have been diagnosed with an anaphylactic allergy, shall have an emergency ~~protocol~~ plan on file at ~~their~~his/her respective school. A student may be prescribed by ~~a~~his/her physician an auto-injectable epinephrine for the treatment of anaphylaxis in the case of a severe allergic reaction. When a student has been prescribed by ~~his/her~~a physician an auto-injectable epinephrine for the treatment of anaphylaxis, the student may self-administer if authorized by the physician and school health professional. This regulation shall govern how appropriate personnel will deal with preparation and emergency response in the event a student is exhibiting signs and symptoms of anaphylaxis, ~~regardless of whether the student has been identified as having an anaphylactic allergy or has a prescription for epinephrine.~~

C. -DEFINITIONS

1. *Anaphylaxis* ~~is~~ a progressive or sudden, severe, and potentially life-threatening allergic reaction, ~~that occurs when an individual is exposed to an allergen often explosive, a type of shock that can be fatal if not reversed within seconds or minutes of coming in contact with the allergen.~~
2. *Anaphylactic allergy* ~~means~~ an food, insect, etc. allergy that causes a severe, systematic reaction resulting in circulatory collapse, ~~compromised respiratory~~

system, or shock that may be fatal.

3. *Auto-injectable epinephrine* – a portable, disposable drug delivery device that contains a premeasured single dose of epinephrine that is used to treat anaphylaxis in an emergency situation.
4. *Self-administer* – the application or consumption of medications in a manner prescribed by a health practitioner who is licensed, certified, or otherwise authorized under the Health Occupations Article to prescribe medications and medication delivery devices by the individual for whom the medication was prescribed without additional assistance or direction.

D. PROCEDURES

1. Effective management of a known anaphylactic allergy requires coordination between all individuals involved in the care of a student at risk for anaphylaxis, including the student's parent(s)/guardian(s), the student, school administrators, school employees, the school nurse, and school health employees.

a. The parent/guardian shall:

- i. Provide the school with emergency contact information that is accurate and updated as needed;
- ii. Provide the school with complete and accurate medical information related to the student's allergies and anaphylaxis history;
- iii. Collaborate with the school nurse to develop the plan of care for the student at risk for anaphylaxis;
- iv. Supply and maintain at least one non-expired auto-injectable epinephrine device as ordered by the health care provider;
- v. Work with the school nurse and health care provider to obtain additional auto-injectable epinephrine as needed;
- vi. Monitor the proper storage and routinely check the expiration date of the auto-injectable epinephrine for students who self-carry; and
- vii. Provide the recommended medical identification indicating allergic condition.

b. The student shall:

i. Avoid known allergens and triggers;

ii. Inform school staff immediately in the event of symptoms after an exposure;

iii. Inform the school nurse or designated school health services employee in the event emergency medication is used according to the emergency plan developed with the school nurse; and

iv. Responsibly self-carry and self-administer medication when appropriate and in accordance with State law.

c. School administrators:

i. Shall be aware of students at risk for anaphylaxis; and

ii. May contribute to the management of students at risk of anaphylaxis in the following ways:

a) Notifying parents/guardians and students about measures the school is taking to avoid exposure to food allergens;

b) Designating tables in the cafeteria, in consultation with the school nurse, to be used by students at risk of anaphylaxis that are free of foods containing major food allergens;

c) Informing parents/guardians about 504 plans and their applicability to students at risk of anaphylaxis; and

d) Implementing strategies to reduce bullying and harassment of students at risk for anaphylaxis.

1.2. All AACPS employees shall receive training on how to recognize the signs and symptoms of anaphylaxis.

3. All AACPS schools shall authorize at least one school employee to administer auto-injectable epinephrine in the event a ~~S~~school ~~H~~health employee is unavailable.

2.4. All AACPS schools that have a student(s) attending with a known anaphylactic allergy shall develop strategies to reduce the risk of ~~such~~ potential allergic reactions by:

a. Maintaining on file a completed *Parent's Request to Administer*

Medication at School ~~F~~form (form) for the auto-injectable epinephrine prescribed by the physician;

- b. Working in concert with the school ~~nurse health professional~~ to ensure the ~~appropriate~~ staff members with a legitimate educational interest, as defined in the Federal Educational Rights and Privacy Act, are aware of the student's allergy, ~~can recognize~~ the symptoms of an anaphylactic reaction, the location of and access to the student's auto-injectable epinephrine if the student is not able to self-administer, and instruction on the proper procedures to follow in administering the epinephrine;
- c. Monitoring and implementing, as necessary, the strategies developed in accordance with the *Maryland State School Health Services Guidelines: Management of Anaphylaxis in Schools* to reduce the risk of exposure to anaphylactic causative agents in classrooms and common areas;
- d. ~~Designating a food allergy free table in the cafeteria, such as peanut, tree nut, and dairy free~~ Adhering to this regulation and the accompanying policy;
- e. Limiting activities to minimize the risk of anaphylaxis, if necessary; and
- f. Establishing procedures for self-administration of medication by the student if the student is determined to be capable of and responsible for self-administration by the ~~student's physician health care provider of the student, parent(s), or guardian(s) of the student, school health professional nurse~~, and principal.
 - i. A principal may revoke the authority of a student to self-administer medication if the student endangers ~~themselves/himself/herself~~ or another student through misuse of the medication.

5. A health appraisal shall be completed for a student with a known anaphylactic allergy:

- a. Upon the initial diagnosis of the anaphylactic allergy(ies);
- b. In grade three, six, and nine; and
- c. As determined medically necessary by the school nurse.

6. Upon completion of the health appraisal, the school nurse may implement an individualized health care plan for a student with a known anaphylactic allergy. School employees who have direct contact with a student with an emergency action plan shall have immediate access to the plan in a manner

- determined by the school nurse.
- a. A health care plan shall be reviewed at least annually and updated as medically necessary to reflect changes in the student's health care needs.
7. An emergency plan shall be developed for a student with a known anaphylactic allergy.
8. Bus-School vehicle drivers shall be notified in advance of a student with an anaphylactic allergy on their bus-school vehicle.
- a. by transportation personnel and The school principal, in consultation with the school nurse, shall notify the Supervisor of Transportation of a student with a known anaphylactic allergy who rides a school vehicle.
 - b. The Supervisor of Transportation shall notify appropriate transportation personnel and school vehicle drivers of a student with a known anaphylactic allergy who rides a school vehicle.
 - c. School vehicle drivers who provide services to a student with a known anaphylactic allergy shall receive training to recognize the symptoms of an allergic reaction and what to do if a reaction occurs, including the injection of epinephrine for those students who are unable to self-administer.
9. Students with anaphylactic allergies who are able to self-administer their auto-injectable epinephrine ~~may shall need to~~ carry a copy of a health care professional's medication order with their prescribed auto injectable epinephrine in a fanny pack while riding the bus. Students with anaphylactic allergies who are unable to self-administer their auto-injectable epinephrine ~~must shall~~ carry a copy of a health care ~~professional provider's~~ medication order with their prescribed auto-injectable epinephrine in a fanny pack while riding the bus. Bus-School drivers and ~~bus~~ attendants ~~shall may~~ not be responsible for the custody of a student's auto-injectable epinephrine. If it has been determined medically necessary, students may need to sit in a designated seat on the bus, which allows immediate access in the event an anaphylactic reaction occurs.
10. Storage of an auto-injectable epinephrine on an AACPS school ~~bus-vehicle~~ is prohibited because temperature sensitivity renders the contents ineffective.
11. A school nurse or other authorized school employee may administer auto-injectable epinephrine, if available, to a student who is determined to be or perceived to be in anaphylaxis, regardless of whether the student has:

- a. Been identified as having an anaphylactic allergy; or
 - b. A prescription for epinephrine as prescribed by an authorized license health care practitioner under the Health Occupations Article.
12. In the event a student is exhibiting signs and symptoms of severe anaphylaxis as outlined in the “Emergency Protocol for Anaphylaxis,” stored outside of the medicine cabinet in the health room, contact ~~S~~school ~~H~~health ~~employee~~ personnel immediately. If ~~S~~school ~~H~~health ~~employee~~ personnel ~~are~~ is unavailable, the designated school personnel shall be contacted so that they may administer auto-injectable epinephrine as directed by the “Emergency Protocol for Anaphylaxis,” if available.
13. Emergency 911 shall be called after injection of the auto-injectable epinephrine whenever a student has had an anaphylactic reaction so the emergency medical technician or paramedics can continue administration of epinephrine. If the school health personnel ~~professional~~ ~~are~~ is not on site at the time of the auto-injectable epinephrine injection, the first responder to the student shall send documentation of the anaphylactic episode (vital signs, interventions, and student's identifying information) to the hospital with the EMS responders. A copy of the documentation from the hospital shall be requested of the student's parent(s) ~~/ or~~ guardian(s) for maintenance in the student's health record. If epinephrine is administered, required paperwork shall ~~will~~ be submitted to the Maryland State Department of Education.
14. Pursuant to §7-426.1 of the Education Article, *Annotated Code of Maryland*, an employee or authorized agent who responds in good faith to the anaphylactic reaction of a student and who is not willfully or grossly negligent in their response is immune from civil liability for any act or omission in the course of responding to the reaction.
15. The school or its employee or authorized agent incurs no liability as a result of injury arising from self-administration of the auto-injectable epinephrine by the student, ~~provided, however, that a~~ The student's parent(s) ~~/ or~~ guardian(s) ~~may~~ shall be required to sign a statement to acknowledge such if the student is deemed capable of self-administration.
16. The School Health Services Program shall obtain and store auto-injectable epinephrine in each school building to be used in an emergency situation. The purchase of auto-injectable epinephrine shall be in accordance with Policy DEC and Regulation DEC-RA – Gifts, Requests, Donations, and Solicitations.

JECA-RA~~5~~~~2~~-STUDENTS-WITH ~~KNOWN~~ ANAPHYLACTIC ALLERGIES
OR PERCEIVED SYMPTOMS OF ANAPHYLAXIS

Page 7 of 7

~~Reviewed by Board of Education 02/06/13~~
~~Issued 02/06/13~~

Note ~~p~~Previous ~~r~~Regulation ~~h~~History: ~~Issued 02/02/11~~None

Legal References: Federal Educational Rights and Privacy Act, Section 7-426.1 and 7-426.2 of the Education Article, Maryland State
School Health Services Guidelines: Management of Anaphylaxis in Schools

DRAFT

Board Policies Reviewed by the Policy Committee

2023 – 2024 AACPS School Year

<u>Policy Code</u>	<u>Policy Name</u>
AF	Educational Equity
DBK	Classification of Fund Balances
DF	School Activity Funds Management
EAA	Eligible Riders
EAF	School Bus Maintenance
GD	Employment of Foreign Nationals
IB	School Calendar
IL	Students with Disabilities
JCA	Representative Student Leadership
JECA	Students Known Anaphylactic Allergies or Who are Perceived to be Having Symptoms of Anaphylaxis
JK	Student Behavior Interventions
JQ	Safe and Inclusive Environments for LGBTQ+ Students
KC	Community Use of School Facilities
NEW	Board of Education Emergency Management
NEW/KFB	Reporting Crimes and Delinquent Acts
NEW	Requests for Displays in Classrooms

Board Policies Not Reviewed

2023 – 2024 AACPS School Year

<u>Policy Code</u>	<u>Policy Name</u>	<u>Reason for Delay</u>
DI	Technology Use and Security	In development.
GAGG	Non-Discrimination and Anti-Harassment - Personnel	Revised federal regulations received in April.
GAOO	Employee Use of Social Media	In development.
GBP	Professional Staff Promotions and Appointments	Staff requested delay until 2024-2025.
IGA	Courses Outside the Home School	In development.
JAB	Assignment and Transfer of Students to a School	In development.
JCCC	Student Use of Social Media	Pending revisions to Policy/Regulation JCO/JCO-RA – Use of Personal Electronic Communications Devices by Students
JCD	Student Attire and personal Appearance	In development.
JCO	Student Use of Personal Electronic Devices	Superintendent’s Systemic Initiatives Partner Collaboration
JH	Student Records	In development.
JP	Student Sexual Harassment and Misconduct	Revised federal regulations received in April.
NEW	Advertising	In development.
NEW	Parents Bill of Rights	In development.
NEW	Special Education Bill of Rights	In development.