

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article - Education

7-303.

(A) THE PURPOSE OF THIS SECTION IS TO REQUIRE EACH COUNTY BOARD OF EDUCATION TO PROVIDE A CONTINUUM MODEL OF PREVENTION AND INTERVENTION ACTIVITIES AND PROGRAMS THAT ENCOURAGE AND PROMOTE POSITIVE BEHAVIOR AND REDUCE DISRUPTION.

[(a)](B) Each county board of education and the Board of School Commissioners of Baltimore City [may] SHALL establish special programs in the county [or] AND Baltimore City for students in the public school system who exhibit disruptive classroom behavior.

[(b)](C) Two or more county boards may establish special programs for their joint use.

[(c)](D) The State shall appropriate an amount of money for allocation BY THE STATE DEPARTMENT OF EDUCATION to local education agencies FOR SCHOOLS OR CLUSTERS OF SCHOOLS to support the development AND EXPANSION of special programs for disruptive youth. Within the resources available, the State Superintendent shall award funds to the local school systems which submit proposals pursuant to the criteria established in subsection [(d)] (E) of this section.

[(d)](E) Each local education agency that is applying for State support for special programs for disruptive youth shall submit proposals for funding of programs to the State Department of Education that include:

(1) An assessment of the number of students IN EACH SCHOOL in need of special services;

(2) Specific plans [for solving the problem of disruptive students with objective measurable goals to be achieved by the recommended program] WITH GOALS AND MEASURABLE OBJECTIVES FOR ACTIVITIES AND PROGRAMS THAT PROVIDE A CONTINUUM MODEL FOR THE PREVENTION AND INTERVENTION OF DISRUPTIVE STUDENT BEHAVIORS INCLUDING BUT NOT LIMITED TO REMOVAL AND RE-ENTRY PROGRAMS NECESSARY FOR EFFECTIVE LEARNING;

(3) Adherence to the STATE BOARD REGULATIONS ON DISCIPLINARY POLICIES AND PROGRAMS AND OTHER guidelines established by the State Department of Education;

(4) A procedure involving the participation of [administration] ADMINISTRATORS, teachers, parents, STUDENTS, and other members of the community; and

(5) In-service training [of] AND STAFF DEVELOPMENT FOR ADMINISTRATORS, teachers, AND OTHER SCHOOL PERSONNEL.