

Commission on the School-to- Prison Pipeline and Restorative Practices

September 25, 2017

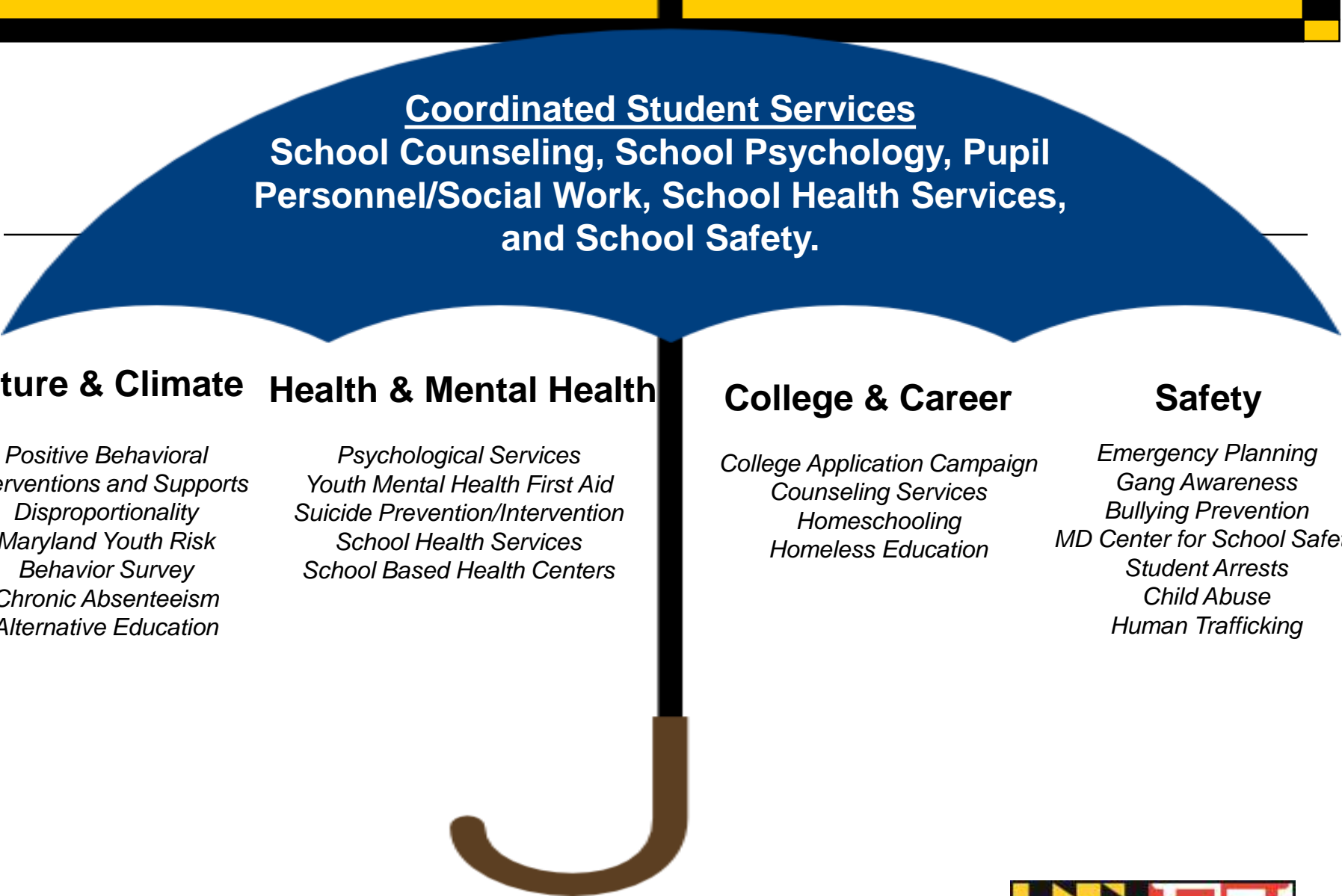
Presentation Objectives

- To provide an overview of student discipline in Maryland.
- Provide an update on where the Department is with school arrest data.
- To share information on the Maryland Guidelines for a State Code of Discipline.
- To share the alignment of local codes of discipline with the Maryland Guidelines.





Context: Coordinated Student Services



Coordinated Student Services
**School Counseling, School Psychology, Pupil
Personnel/Social Work, School Health Services,
and School Safety.**

Culture & Climate

*Positive Behavioral
Interventions and Supports
Disproportionality
Maryland Youth Risk
Behavior Survey
Chronic Absenteeism
Alternative Education*

Health & Mental Health

*Psychological Services
Youth Mental Health First Aid
Suicide Prevention/Intervention
School Health Services
School Based Health Centers*

College & Career

*College Application Campaign
Counseling Services
Homeschooling
Homeless Education*

Safety


*Emergency Planning
Gang Awareness
Bullying Prevention
MD Center for School Safety
Student Arrests
Child Abuse
Human Trafficking*

Student Services and Strategic Planning Branch

Update on Student Arrests

Student Arrests

- MSDE is in the process of finalizing data from the 2015-2016 school year.
 - School related arrest – arrest of a student for activity conducted on school grounds, during off-campus school activities, or due to referral by any school official.
 - Issues with data collection: uncertainty over definition (reportable offenses). Need to be certain we are capturing school-to-prison pipeline indicator.
 - MSDE requested LEAs to review and verify data before publication. Data should be available for future meeting of this commission.



School Suspensions and the Maryland Guidelines for a State Code of Discipline

Guidelines

- Adopted in July 2014.
- Purpose: To provide a framework for Maryland school systems to use to review and revise local codes of discipline.
 - Philosophy: Fostering, teaching, and acknowledging positive behavior; keeping students connected.
 - Describes behaviors and consequences.
 - Suspensions as last resort.



Guidelines

- LEAs were required to:
 - Update local codes of discipline.
 - Identify which behaviors would result in suspension.

- Some LEAs adopted the Guidelines as their own; other developed codes tailored to individual needs.

Guidelines - Levels

- Lowest level intervention should be used first, followed by progressively more intensive consequences as appropriate. Suspension or expulsion should be a last resort.

Guidelines - Levels

□ Level 1

- Classroom and support responses. Examples: written apology, talk with school counselor, detention.

□ Level 2

- Classroom support, in-school removal responses. Examples: community service, peer mediation, temporary removal from class.

Guidelines - Levels

□ Level 3

- Support, removal, and administrative responses. Examples: restorative practices, in-school suspension.

□ Level 4

- Support and out-of-school removal responses: Examples: restorative practices, mentoring programs, short-term suspensions.

Guidelines - Levels

□ Level 5

- Support, out-of-school removal, referral responses. Examples: long-term suspension, expulsion, referral to alternative program.




Guidelines – Levels and Student Records Manual Codes

Page 16

LEA Analysis

- Many LEAs have adopted the Maryland Guidelines for a State Code of Discipline as their own.
- Some LEAs have modified and tailored the local code to meet their unique and individual needs.
- Review: Assessment of Local Codes of Discipline (handout).



Resource Guide of Maryland School Discipline Practices

Resource Guide

- Philosophy (Same as Guidelines): Fostering, teaching, and acknowledging positive behavior; keeping students connected.
- Contextually follows the Guidelines.
- A menu of resources for LEAs to use based on need.

Resource Guide

- Organized by:
 - Frameworks – PBIS, MTSS, SWIFT

 - Tiered Support
 - Tier I - Universal
 - Tier II - Targeted
 - Tier III – Intensive

Resource Guide

- Review of Resource Guide



Questions and Discussion