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

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**
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

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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