



Discipline Review

CHARLES COUNTY PUBLIC SCHOOLS

2018-19

The Charles County public school system does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age or disability in its programs, activities or employment practices. For inquiries, please contact Kathy Kiessling, Title IX/ADA/Section 504 Coordinator (students) or Nikial M. Majors, Title IX/ADA/Section 504 coordinator (employees/ adults), at:

Charles County Public Schools
Jesse L. Starkey Administration Building
P.O. Box 2770
La Plata, Maryland 20646

Agenda

- ▶ Welcome & Introductions – Dr. Kim Hill
- ▶ Scenarios – Dr. Kim Hill
- ▶ The law – Eric Schwartz
- ▶ Suspension data – Dr. Patricia Vaira
- ▶ System programs and initiative activity – Kathy Kiessling
- ▶ Scenario reviews (collaborative group work) – Kathy Kiessling
- ▶ Homework – Code of Student Conduct

Scenarios

Scenario 1

Student A is a six-year-old first grader attending school in CCPS. During the first weeks of school, student A has disrupted the classroom setting by throwing temper tantrums, refusing to follow teacher directions, and running away from the classroom.

Scenario 2

Student B is a 15-year-old tenth grader attending school in CCPS. He is very disengaged in school and often skips classes. When in attendance, he is disrespectful to adults. He has already been involved in 3 altercations and has been suspended for 8 total days. The staff has not seen any improvement in student B's behavior.

Scenario 3

Student C is a 17-year-old tenth grader receiving special education services attending school in CCPS. He has been involved in a series of altercations during dismissal at his high school. He has been suspended for 10 days so far this year, and has also been charged by the School Resource Officer. Today, Student C refused to enter his class, cussed out a teacher, and flipped another student's lunch tray, causing a fight between him and the student. A manifestation meeting was held and Student C's conduct was found to be a manifestation of his disability.

Public School Discipline Laws

▶ Federal Law

- ▶ IDEA (Individuals with Disabilities Education Act) – requires students who are disciplined to continue to receive special education services, thus restricting options available to school administrators.
- ▶ FERPA (Family Educational Rights and Privacy Act) – limits who can have access to student information, including disciplinary records.
- ▶ OCR (Office for Civil Rights) – has authority to review alleged violation of federal civil rights, including disproportionality in suspensions/expulsions based on race, gender, disability, and other federally protected considerations.
- ▶ Possession of firearms – requires a minimum one year expulsion for a student who has brought a firearm onto school property, unless the superintendent agrees to place the student in an alternative setting.

Public School Discipline Laws

▶ State Law

- ▶ Section 7-305(a) of the Education Article – allows a principal to suspend a student from school for up to 10 days.
- ▶ Section 7-305(c) – allows the superintendent to expel a student or suspend a student for more than 10 days.
- ▶ Section 7-305(d) – allows an expelled or suspended student to appeal the discipline to the board of education and then to the State Board of Education.
- ▶ Section 7-305(e) – allows the superintendent to honor the discipline given to an incoming student expelled or suspended from another school system.
- ▶ Section 7-305.1 – prohibits public schools from expelling (except for firearm possession) or suspending for more than 5 days a pre-K, kindergarten, first grade, or second grade student, unless there is a serious threat of imminent harm to other students or to staff that cannot be eliminated through interventions and supports.

Public School Discipline Laws

► State Regulations

- COMAR (Code of Maryland Regulations) 13A.08.01.11A – establishes the expectations of the Maryland State Board of Education that the policies and procedures of local school systems will:
 - Reflect a discipline philosophy based on the goals of fostering, teaching, and acknowledging positive behavior;
 - Be designed to keep students connected to school so that they may graduate college and career ready;
 - Describe the conduct that may lead to in-school and out-of-school suspension or expulsion;
 - Allow for discretion in imposing discipline;
 - Address the ways the educational and counseling needs of suspended students will be met; and
 - Explain why and how long-term suspensions or expulsions are last-resort options.

Public School Discipline Laws

▶ State Regulation on Expulsion

- ▶ COMAR 13A.08.01.11B – defines expulsion as the exclusion of the student from the student's regular school program for 45 school days or longer, which only may occur if:
 - ▶ The superintendent or designated representative has determined that the student's return to school prior to the completion of the expulsion period would pose an imminent threat of serious harm to other students or staff;
 - ▶ The superintendent or designated representative limits the duration of the exclusion to the shortest period practicable; and
 - ▶ The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student's regular academic program.

Public School Discipline Laws

▶ State Regulation on Extended Suspension

- ▶ COMAR 13A.08.01.11B – defines extended suspension as the exclusion of a student from a student's regular program for a time period between 11 and 45 school days, which only may occur if:
 - ▶ The superintendent or designated representative has determined that:
 - ▶ The student's return to school prior to the completion of the suspension period would pose an imminent threat of serious harm to other students and staff; or
 - ▶ The student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for other students across the school day, and other available and appropriate behavioral and disciplinary interventions have been exhausted.
 - ▶ The superintendent or designated representative limits the duration of the exclusion to the shortest period practicable; and
 - ▶ The school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student's regular academic program.

Public School Discipline Laws

- ▶ State Regulation on Short-Term, Long-Term, In-School Suspensions
 - ▶ COMAR 13A.08.01.11B – defines short-term suspension as the removal of a student from school for up to three school days by the school principal.
 - ▶ COMAR 13A.08.01.11B – defines long-term suspension as the removal of a student from school for between 4 and 10 school days by the school principal.
 - ▶ COMAR 13A.08.01.11B – defines in-school suspension as the removal within in the school building of a student from the student's current education program for not more than 10 school days in a school year by the school principal.
 - ▶ The removal does NOT count as an in-school suspension if the student receives commensurate instruction and services as peers.
 - ▶ A students receiving in-school removal (ISR) or in-school intervention (ISI) services would not be treated as an in-school suspended student.

Public School Discipline Laws

- ▶ Board Policy 5157 and Superintendent's Rule 5157 adopt the law and state regulations for Charles County Public Schools.
- ▶ The Code of Student Conduct incorporates the law, state regulations, policies, and rules and is typically the document relied upon by administrators, staff, parents, and students when dealing with discipline in the school system on a day-to-day basis.

Charles County Public Schools Students Suspended Pre-Kindergarten-Grade 12

School Year	School Enrollment	Students Suspended	Percent of Students
2014-15	25,419	1,678	6.6
2015-16	25,472	1,724	6.8
2016-17	25,522	1,577	6.1
2017-18	26,084	1,409	5.4
2018-19 Current	27,470	1,009	3.7

Charles County Public Schools

Students Suspensions by Grade Level

Grade Level	2014-15	2015-16	2016-17	2017-18	2018-19 Current
Pre-K	5	8	2	0	1
K	11	16	28	8	3
1	20	21	35	8	15
2	24	31	21	14	12
3	19	25	50	24	30
4	23	27	49	49	24
5	42	69	57	60	49
6	195	176	176	206	119
7	211	215	167	235	152
8	202	234	178	170	134
9	338	295	289	213	176
10	253	233	229	199	120
11	170	210	139	114	114
12	165	164	157	109	60

Charles County Public Schools Students Suspended by Race/Ethnicity, Gender and Disability

Year	Race/Ethnicity							Gender		SWD
	American Indian Or Alaska Native	Asian	Black or African American	White	Hispanic	Native Hawaiian or Other Pacific Islander	Two or more Races	Male	Female	
2014-15	14	9	1,238	274	72	0	71	1,164	514	362
2015-16	9	14	1,317	225	82	0	87	1,199	525	407
2016-17	9	7	1,189	203	89	0	80	1,107	470	388
2017-18	7	3	1,111	150	69	0	69	990	419	265
2018-19 current	4	7	731	106	42	0	59	694	264	206

System Initiatives & Resources

- ▶ Code of Student Conduct
- ▶ Positive Behavioral Interventions & Supports (PBIS)
- ▶ Student Support Team (SST – tiered interventions)
- ▶ Check-in Check-out
- ▶ Restorative Practices
- ▶ ACE's (Adverse Childhood Experiences) Training
- ▶ Extra-curricular activities & clubs
- ▶ CPI Training (Crisis intervention training)
- ▶ Handle With Care initiative
- ▶ Mandatory School Safety Training
- ▶ School Threat Assessment Teams
- ▶ See Something Say Something
- ▶ Emotional Adjustment Program (EA)
- ▶ 79 School Counselors
- ▶ 39 School Psychologist positions
- ▶ 4 Behavior Specialists
- ▶ 21 Pupil Personnel Workers
- ▶ 15 School Resource Officers
- ▶ Tri-County Youth Services in all schools
- ▶ Aspire (Elementary School – Alternative in-school placement)
- ▶ Therapeutic In-school intervention (Smallwood, Henson, Stone, St. Charles)
- ▶ Robert D. Stethem Education Center
- ▶ Center for Children services at John Hanson & Thomas Stone (Looking to expand to General Smallwood & Maurice McDonough)
- ▶ Charles County Community Mediation Center
- ▶ Proposed Elementary Alternative Program

Scenario #1

Student A is a six-year-old first grader attending school in CCPS. During the first weeks of school, student A has disrupted the classroom setting by throwing temper tantrums, refusing to follow teacher directions, and running away from the classroom.

Scenario #2

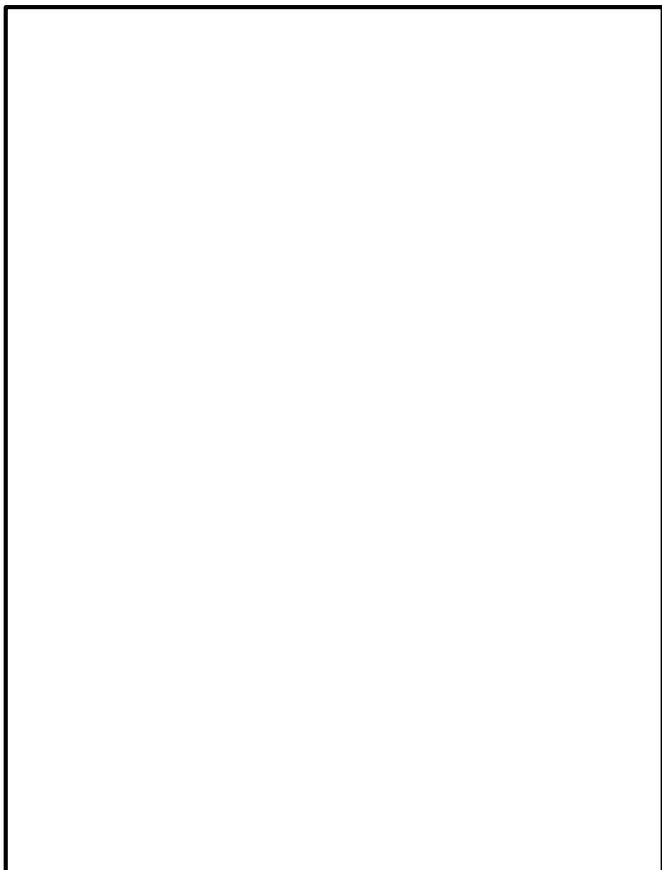
Student B is a 15-year-old tenth grader attending school in CCPS. He is very disengaged in school and often skips classes. When in attendance, he can be disrespectful to adults. He has been involved in 3 altercations and has been suspended for 8 total days. Although his behavior causes a disruption to the school and affects a safe and orderly environment, his actions have not risen to an extended suspension to the Superintendent.

Scenario #3

Student C is a 17-year-old tenth grader receiving special education services attending school in CCPS. He has been involved in a series of altercations during dismissal at his high school. He has been suspended for 10 days so far this year, and has also been charged by the School Resource Officer. Today, Student C refused to enter his class, cussed out a teacher, and flipped another student's lunch tray, causing a fight between him and the student. A manifestation meeting was held and Student C's conduct was found to be a manifestation of his disability.

Comments/Questions/Suggestions

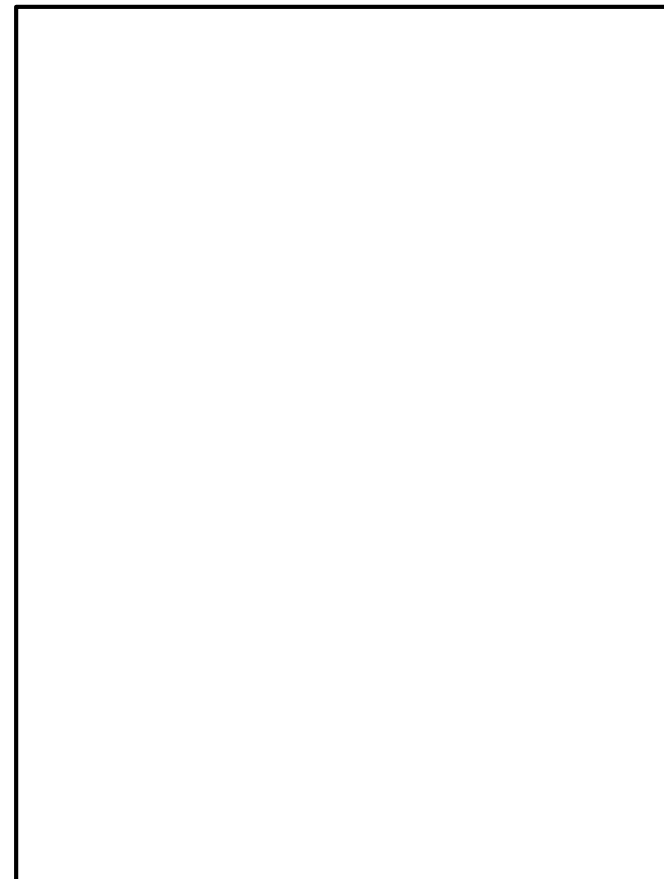
Scenario 1

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Scenario 2

A large, empty rectangular box with a black border, intended for providing comments, questions, or suggestions for Scenario 2.

Scenario 3

A large, empty rectangular box with a black border, intended for providing comments, questions, or suggestions for Scenario 3.