PreK to Grade 2 Prohibition of Suspension and Expulsion: Information and Guidance

Ready At Five Symposium
May 17, 2018
Presentation Outcomes:

• Provide an overview of the Public Schools-Suspensions/Expulsions legislation;

• Provide updates on the prek-2 Suspension/Expulsion Stakeholder Group activities; and

• Provide guidance on district implementation
Public Schools—Suspensions/Expulsions

• 2017 the Maryland General Assembly enacted Senate Bill 651 (Chapter 843), became effective July 2017

• Will be an addition to Code of Maryland Regulation (COMAR) 13A.08.01.11 Disciplinary Action

• Expulsions
  • Students enrolled in public preK, K, 1st or 2nd grade may not be expelled from school with the exception of a firearms violation.

• Suspensions
  • Students enrolled in public preK, K, 1st or 2nd grade may not be suspended from school unless the school administration, in consultation with a school psychologist or other mental health professional determines that there is an imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions and supports.
Public Schools—Suspensions/Expulsions, cont’d

• Suspensions may not be for more than 5 school days.
• The principal or school administration shall promptly contact the parent or guardian of the suspended or expelled student.
• The school shall provide intervention and support to address the student’s behavior if the student is:
  • suspended;
  • disruptive to the school environment; or
  • commits an act that would be considered an offense subject to suspension but for the student’s grade.
Interventions and Supports May Include:

• Positive Behavior Interventions and Supports
• A Behavior Intervention Plan
• Referral to a Student Support Team
• A referral to an Individualized Education Program (IEP) Team
• A referral for appropriate community-based services
• Restorative Practices
PreK-2 Suspension/Expulsion Stakeholder Group

• Facilitated by MSDE
• Individuals from state and local education organizations, schools, agencies.
• Group includes:
  • Principals
  • Classroom Teachers
  • School Psychologists
  • School Mental Health Professionals
  • Directors of Student Services
  • Education Advocates
  • Early Childhood Educators
  • University Partners
  • Parent and Student Advocates
PreK-2 Suspension/Expulsion Stakeholder Group Purpose

• Obtain input on proposed Code of Maryland (COMAR) regulation required by SB651;
• Identify local school system needs with regard to implementation of the regulation; and
• Draft implementation guidance documents.
PreK-2 Suspension/Expulsion Group

Activities to Date

• The group provided input on proposed COMAR regulation for Public Schools Suspension/Expulsion.

• The group began drafting Maryland State Department of Education (MSDE) guidance to support local school system implementation in three areas:
  • prevention;
  • crisis intervention; and
  • support to School Psychologists/Mental Health Providers
Themes from Discussions on Guidance

• Prevention
  • Consistency is critical in the implementation of universal supports for students at the school level.
  • Parental engagement is essential to support and minimize impact of challenging behaviors.

• Crisis Intervention
  • Building teacher capacity for supporting challenging behaviors through training and coaching should be a central focus.
  • Knowledge of developmentally appropriate interventions is a need.
Themes from Discussions on Guidance, cont’d

• Support to School Psychologists/Mental Health Providers
  • Providing guidance to local school systems on developing processes and procedures for determining when situations are an “imminent threat” is a need.
  • Training and professional development are important supports to the implementation of those processes and procedures.
Prevention

• Positive Behavior Interventions and Supports (PBIS)
• Social Emotional Foundations of Early Learning (SEFEL)
• Second Step
• PAX Good Behavior Game
• The Early Childhood Family Engagement Framework
• Trauma Informed Practices
• Mindfulness
• Data Collection
• Team Approach
• Academic Supports
Crisis Intervention

- Crisis Prevention Intervention (CPI)
- Life Space Crisis Intervention (LSCI)
- Restorative Practices (RP)
- Mediation Services
- Calming Strategies
- Tier II Supports
- Tier III Supports
Additional Guidance for Schools and Mental Health Providers

- Process for determining imminent threat of serious harm (consultation-joint determination)
- Documenting the consultation determination
- Notice to parent(s) and copy of mental health provider’s determination document
- Appeal process
- Record and data collection
- Plans for student re-entry and missed assignments
A Final Thought…

“People often say that motivation doesn’t last. Well, neither does bathing. That’s why we recommend it daily.”

-Zig Zigler
Contact Information

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Questions
Thank you!
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