



**Task Force on Student Discipline Regulations Meeting
Thursday, February 28th**

Teacher's Panel

Nicole Council, Waugh Chapel Elementary School, Anne Arundel County Public Schools

Jason Fahie, Harper's Choice Middle School, Howard County Public Schools

Sonja Floyd, Carney Elementary School, Baltimore County Public Schools

Jason Hussey, Wicomico Middle School, Wicomico County Public Schools

Jackson Long, Westlake High School, Charles County Public Schools

Elizabeth Maxey, Seneca Valley High School, Montgomery County Public Schools

Danielle Pall, Pocomoke Middle School, Worcester County Public Schools

Jamille Stanley, Bester Elementary School, Washington County Public Schools

Kevin White, William Paca Elementary School, Prince George's County Public Schools

Natasha Wright, Centreville Middle School, Queen Anne's County Public Schools

**Teachers Panel Discussion
February 28, 2019**

Suggested Questions

GENERAL EXPERIENCES

- Can you describe in 30 seconds or less a scenario of the discipline problems that impact your ability to teach and students' ability to learn?
- What would you say is your major concern regarding discipline at your school?
- If you had to use four adjectives to describe the discipline process at your school, what would they be? Explain.
- On average, how much time do you spend a week addressing student behavior [and/or] contacting parents via email/phone?
- What do you see are root causes of student misbehavior?
- What are barriers you experience or observe in addressing student behavior?
- How do you and your school deal with student discipline?
- What percentage of your day is spent dealing with student discipline and do you feel that dealing with student discipline is a team or solo effort?
- On average, how much time do you spend addressing disruptive behavior during a class period for the same student(s)?
- In your opinion, how often do threats of physical harm against students and staff manifest themselves in action on the part of the perpetrator, when you are actually made aware that a threat has been made?

IMPLEMENTATION OF POLICY/GUIDELINES

- The existing COMAR requires that student conduct be both "chronic and extreme" to justify an extended suspension. Has this proven problematic in maintaining school safety and protecting the learning environment?
- The existing State Code of Discipline requires that student behavior be proven to be "intentional" in certain offenses including, disruption; sexual attack/ theft; destruction of property; fighting; serious bodily injury; and arson. Has this proven problematic in maintaining school safety and protecting the learning environment?
- What factors do you consider when implementing an in-school suspension (ISS) versus school intervention? Is the severity of the infraction a consideration?
- Under the current guidelines of progressive discipline, do you feel pressure to enforce lenient discipline repeatedly for the same or similar offenses?
- Have you ever been involved in the readmit process for a suspended student in your class with the principal, parent/guardian, and student? If yes, can you give us the details of the process?

IMPACT AND EFFECTIVENESS

- Have regulations had an observable impact on reducing suspensions/expulsions?
- Have disproportionality and discrepancy plans reduced or eliminated disproportionality/discrepancy?

- What effect have positive intervention behavior programs had?
- What has been the effectiveness of minimal education services provided?
- What has been the impact on school assignments and review requirements?
- Has regulation implementation impacted the numbers of unsafe schools?
- What effect has regulations had on improved educational outcomes?
- What effect has regulations had on reduced drop-outs and increased college and career ready graduates?
- Have the regulations caused an increase in informal suspensions?
- Have the fears of increased juvenile and police referrals and more unsafe schools as a result of the regulation implementation?
- On a scale of 1 to 5, with 5 being the highest, rate the effectiveness of your school's in-school suspension and explain why you gave it that rating.

PROCEDURAL & LEGAL IMPLICATIONS

- What effects have there been from due process?

RESOURCES AND SUPPORTS

- What resources have LEAs devoted to supports and interventions?
- Do you feel supported by administration with discipline concerns in your class? Please explain.
- How much support do you receive from administration, parent's guardian, and/or counselors that is effective?
- What type of supports (ex. personnel, training, time) do you believe are needed by educators in order to address the needs of all students, and de-escalate misbehaviors in classrooms/halls within the schools?

BEST PRACTICES

- Have restorative practices been effective?
- What positive discipline or conflict resolution programs does your school and district employ? Do you consider them effective? How and why?
- What are some positive disciplinary actions you have witnessed at your school?
- What are some other alternatives besides ISS at your school that you find helpful in addressing discipline concerns?
- Are there any best practices that you employ or have seen done that help reduce misbehavior?

STUDENT, FAMILY, AND COMMUNITY ENGAGEMENT

- How engaged are your families and community in the student discipline process in your school district? How do you engage your stakeholders in the process?
- What part or process do students play in the student discipline process in your school and district?

RECOMMENDATIONS

- Do you have any thoughts or recommendations about student discipline that you think might be helpful to the Task Force?

- If you could make a change to the current discipline policy what would it be? Why?

OTHER

- What are some problems, if any, that you or your co-workers encounter when preparing or grading work for students who have been suspended?
- What do you see as your school's greatest strength when it comes to discipline?
- Do you see a decline or increase in the number of discipline problems in class? What do you feel is the main factor in the decline or increase of discipline problems?
- Do you believe out-of-school suspensions are necessary for certain offenses and what offenses are those?
- Does your school have a behavior plan for the school that has had input by staff and is followed by staff and administrators? If not, why do you think you don't. If yes, is the plan effective? What would it make it more effective?
- Do you see discrepancies when comparing discipline data against schools in your own district? Other districts in the State?