

Department of Legislative Services
Maryland General Assembly
2020 Session

FISCAL AND POLICY NOTE
First Reader

Senate Bill 78 (Senator Hough)
Education, Health, and Environmental Affairs

Public Schools - Student Discipline Regulations - Remedial Measures

This bill requires local school board regulations related to student discipline to include specified requirements, as applicable, that account for individuals who are harmed by behavior that violates the clear behavioral expectations of the school community. The bill's requirements are (1) an apology to the individual who was harmed; (2) restitution for injury to or loss from the individual who was harmed; (3) a conference between the parent or guardian of the student who violated behavioral expectations and applicable faculty and staff; and (4) modification of the schedule of the student who violated behavioral expectations in order to minimize contact with the individual who was harmed. **The bill takes effect July 1, 2020.**

Fiscal Summary

State Effect: None. The bill pertains only to local school systems.

Local Effect: Local school boards can promulgate and implement the required regulations with existing budgeted resources. No effect on local revenues.

Small Business Effect: None.

Analysis

Current Law: Local school board regulations that are designed to maintain an atmosphere of order and discipline in schools must:

- provide for educational and behavioral interventions, restorative approaches, counseling, and student and parent conferencing;

- provide alternative programs, which may include in-school suspension, suspension, expulsion, or other disciplinary measures that are deemed appropriate; and
- state that the primary purpose of any disciplinary measure is rehabilitative, restorative, and educational.

Chapter 691 of 2019 requires local school board regulations related to student discipline to provide for restorative practices. It defines “restorative approaches” as a relationship-focused student discipline model that (1) is preventative and proactive; (2) emphasizes building strong relationships and setting clear behavioral expectations that contribute to the school community well-being; (3) in response to behavior that violates clear behavioral expectations, focuses on accountability for any harm done by the problem behavior; and (4) addresses ways to repair the relationships affected by the problem behavior with the voluntary participation of an individual who was harmed.

Additional Information

Prior Introductions: None.

Designated Cross File: None.

Information Source(s): Maryland State Department of Education; Baltimore City Public Schools; Anne Arundel County Public Schools; Wicomico County Public Schools; Department of Legislative Services

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