

BILL: House Bill 206
TITLE: Education - Student Behavior - Parent and Guardian Notice and Required Counseling (Parent and Guardian Accountability Act)
POSITION: OPPOSE
DATE: January 31, 2024
COMMITTEE: Ways and Means
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The Maryland Association of Boards of Education (MABE) opposes House Bill 206 because it would criminalize the failure of parents and guardians to engage in certain school-based activities on behalf of their students. Local boards strongly support high levels of parental engagement in their child's education, but not the approach proposed in this legislation.

Every local board of education places a high priority on establishing policies and procedures concerning student discipline, based on a framework established by the General Assembly and the State Board of Education. State law reflects the legislature's recognition that principals and superintendents have broad discretion to make student discipline decisions "as warranted" (Section 7-305 of the Education Article). State regulations long mirrored this deference to local decision making, as well as placing a clear emphasis on maintaining a safe learning environment for all students.

Local school boards take very seriously the need for strict and comprehensive student discipline and school safety policies that focus on controlling and/or preventing bullying, verbal threats, student fights, and the numerous other actions which can disrupt effective teaching and learning and potentially lead to more serious behavior. And, while school safety issues are much more complex than the challenges of preventing and responding to instances of extreme violence by students, such incidents do occur.

MABE also believes that restorative approaches should play an integral role in the administration of Maryland's public schools. Such proactive practices, implemented following appropriate professional development and training of all staff, can make significant improvements in school climate and the learning conditions for all students to learn. Maryland school systems are committed to each and all of their students becoming college and career ready and ensuring that the appropriate use of school discipline furthers that goal.

Legislation enacted in 2019 requires local boards of education to revise local board policies related to student discipline to provide for restorative practices. This new law 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.

For the reasons outlined above, MABE requests an unfavorable report on House Bill 206.