

STUDENT REGISTERED SEX OFFENDERS – ENTRY ON SCHOOL PROPERTY

FILE: JKCA-R1

1. Communication Regarding the Provision of Educational Services

- A. Immediately upon becoming aware of a student who is a sex offender registrant, the student shall be removed from the school. Student Services and the school level administrator shall arrange a meeting with the student and parent or guardian, to advise them of the manner in which the student will be educated in accordance with State law, until such time that the student is no longer a sex offender registrant. The student continues to be a student of record (not withdrawn or expelled) and entitled to receive an education in accordance with State law but is not allowed to enter the property of any public or nonpublic elementary or secondary school. The parent or guardian shall be provided with a primary contact person within the system who shall make the initial contact with the family and facilitate all future communications.
- B. Students who have a 504 Plan or Individualized Education Program (IEP) must continue to receive the services and instructional modifications established through the 504 Plan or the IEP. An appropriate team meeting must be expedited to determine any required revisions to the 504 Plan or IEP are made to ensure the student's educational needs are met and the student continues to receive a Free and Appropriate Public Education (FAPE). The change in educational placement must be properly determined and the local school system must still ensure a student receives FAPE within the new learning environment.

2. Pathways to Meeting Graduation Requirements

Student services shall develop a plan for the student who is a sex offender registrant to continue progress towards graduation which may include but not be limited to one of the following options:

- A. Home and Hospital Teaching Program – A student who is a sex offender registrant and who meets the criteria for Home and Hospital Teaching Program as provided in Code of Maryland Regulation 13A.03.05.03 may be educated following the Home and Hospital Teaching Program regulation as prescribed, and within the boundaries of this legislation.
- B. Individual Virtual Learning – A student who is a sex offender may be educated using an individual virtual learning program (synchronous and asynchronous) accessible to the student within a location other than school property. Students will be provided the appropriate resources to successfully access learning including an appropriate electronic device, reliable internet access, necessary software and learning platforms, and access to adults for instructional and technology support, as needed.
- C. A Regional Institute for Children and Adolescents (RICA) or A Nonpublic Educational Program – A student who is a sex offender registrant may be educated at RICA or a nonpublic program. Maryland law gives discretion to RICA and nonpublic programs to deny a student entry upon receiving knowledge of the student's status as a sex offender registrant. If the student is not accepted by RICA or a nonpublic program, the student must be educated by another method.
 - i. The student who is a sex offender registrant must notify an agent or employee of the nonpublic educational program of their requirement to register as a sex offender.
 - ii. The student who is a sex offender registrant is given specific written permission by an agent or employee of the nonpublic educational program to attend the program.

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3. Planning for Transition

- A. When a student is no longer a sex offender registrant, Student Services shall develop a strategic plan to transition the student back to the public-school environment.
- B. The strategic plan will incorporate the following:
 - i. Plan for increased communication among all stakeholders to develop strategies to:
 - (1) Prepare the student, involved school staff, and impacted peers as appropriate for the pending return,
 - (2) Determine appropriate interventions and supports to be implemented upon the student's return,
 - (3) Monitor progress and make timely adjustments to interventions and supports to ensure the student's success.
 - ii. Designate individuals to serve on a multi-disciplinary school based therapeutic support team that will facilitate the student's successful return.
 - iii. Plan for and implement specific actions to support the student's social reintegration with peers and school staff.
 - iv. The use of restorative approaches as a means of recognizing and addressing stakeholder questions and concerns.

Board Approved 06/07/2022	Superintendent Approved 06/07/2022
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