



Karen B. Salmon, Ph.D.
State Superintendent of Schools

July 24, 2019

Mr. Guy Stephens
338 Sachem Drive
Lusby, Maryland 20657

Dear Mr. Stephens:

On behalf of Dr. Karen Salmon, Maryland State Superintendent, and the Maryland State Board of Education (Board), thank you for your recent email about the use of restraint and seclusion in Maryland schools. I understand that previously you have written to Governor Hogan and have corresponded with Ms. Marcella E. Franczkowski, Assistant State Superintendent, Division of Early Intervention/Special Education Services, Maryland State Department of Education (MSDE) regarding your concerns.

It is my understanding that you were provided with the assurance that the MSDE remains committed to ensuring that the educational needs of all of Maryland's students, including students with disabilities, are appropriately met. This includes addressing the social/emotional and behavioral needs of all students, as required.

At this time, you are seeking information regarding the Board's position regarding the use of restraint and seclusion. The Board's most recent involvement in this issue follows the 2017 Maryland General Assembly legislation, which required the formation of a MSDE task force to review Maryland's restraint and seclusion regulations that were in effect at the time.

In response MSDE convened the Task Force, along with the diverse stakeholders required by the legislation, and at the completion of its work, as defined by the legislation, it issued its report to the Board. Should you be interested, you may access information about the Task Force and its work on the MSDE website.

Following its review of the Task Force Report, the State Board recommended and adopted revised regulations in June 2018. Please be assured that the Board has had direct involvement with the policy direction of the State. Its position, which is reflected in the revised State regulations, is the result of thorough and thoughtful consideration.

I am including for your review, the two new MSDE Technical Assistance Bulletins that address, from both a general education and special education perspective, the regulatory revisions in the use of restraint and seclusion. These documents will assist in framing this important work as the State moves forward to support students who require positive behavioral interventions and to minimize the need for the use of restraint and seclusion.

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The documents may also be found at the following links:

Guidance for Student Behavior Interventions: Restraint and Seclusion:

<http://www.marylandpublicschools.org/about/Documents/DSFSS/SSSP/TA/GuidanceStudentBehaviorInterventionsRestraintSeclusion.pdf>

Student Behavior Interventions: Physical Restraint and Seclusion Supplement on Students with Disabilities:

<http://www.marylandpublicschools.org/programs/Documents/Special-Ed/TAB/19-02-StudentBehaviorSupplementSWD.pdf>

I trust this information is responsive to your concerns. On behalf of Dr. Salmon and the State Board, please know that we appreciate your interest and advocacy.

Sincerely,



Carol Williamson, Ed.D.
Deputy Superintendent
Office of Teaching and Learning

Enclosures

c: Karen B. Salmon, Ph.D.
Brigadier General Warner I. Sumpter
Marcella E. Franczkowski