

STUDENT REGISTERED SEX OFFENDERS

I. Purpose

The purpose of these administrative regulations is to address the prohibition of registered student sex offenders from entering the properties of Talbot County Public Schools. These regulations also address the accommodations for the educational needs of these students.

II. Definitions

- A. Registered Sex Offender – an individual who has been convicted of a sexually based crime and required to register in accordance with State and federal laws as defined in the Sex Offender Registration and Notification Act.
- B. School Property – the buildings, land that surrounds the buildings, and vehicles that are owned or leased by TCPS.
- C. Student – an individual enrolled in TCPS who is 5 years of age or older and under 22 years of age.

III. Procedures

- A. Communication Regarding the Provision of Educational Services
 - 1. Immediately upon becoming aware that a TCPS student is registered as a sex offender, the principal or the principal’s designee shall schedule a meeting with the student and the student’s parent(s)/guardian(s) to advise them that the student is prohibited from entering onto the property of any public or nonpublic elementary or secondary school while the student is a registered sex offender. The principal or the principal’s designee shall also advise the student and the student’s parent(s)/guardian(s) of the manner in which the student will receive educational programming in accordance with State law.
 - 2. The principal or the principal’s designee shall clarify that the student will remain a TCPS student while enrolled in TCPS and provide the parent(s)/guardian(s) with contact information for the staff member who will make initial contact with the family and facilitate future communications.
 - 3. A student who has 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 shall be expedited to determine whether any revisions to the student’s 504 Plan or IEP will be required to ensure that 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 the student receives FAPE within the new learning environment.

B. Pathways Meeting Graduation Requirements

A student who is a registered sex offender shall be afforded the following alternative pathways to receive educational programming and meet TCPS graduation requirements, including required assessments and student learning, within the same timeframe as the student's peers. A student may:

1. Participate in home and hospital teaching, if the student meets the requirements set forth in State regulations;
2. Receive individual virtual learning and TCPS will ensure that the appropriate resources and supports 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; or
3. Attend a Regional Institute for Children and Adolescents or a nonpublic educational program if the receiving program agrees to accept a student entry onto its property upon receiving knowledge of the student's status as a registered sex offender.
 - a. The student who is a registered sex offender must notify an agent or employee of the nonpublic educational program of the student's requirement to register as a sex offender.
 - b. The student who is a registered sex offender is given specific written permission by an agent or employee of the nonpublic educational program to attend the program.

C. Planning for Transition

School administrators and TCPS leadership shall engage in strategic planning to transition a student back to the public-school environment at such time that a student is no longer a registered sex offender.

1. The principal or the principal's designee shall:
 - a. Increase communication and collaborate with appropriate school staff, appropriate stakeholders to develop strategies to:
 - i. Prepare the student, involved school staff, and impacted peers, as appropriate, for the pending return;

ii. Determine appropriate interventions and supports to be implemented upon the student's return; and

iii. Monitor progress and make timely adjustments to interventions and supports to ensure the student's success;

b. Designate TCPS staff to serve on a multi-disciplinary school-based therapeutic support team that will facilitate the student's successful return;

c. The principal
the principal's designee and designated TCPS staff shall
plan for and implement specific actions to support the student's social
reintegration with peers and school staff;

d. Utilize restorative approaches as a means of recognizing and addressing stakeholder questions and concerns.