

Alternative School Discipline Practices: Data Collection, Findings, and Considerations 2022-2023 School Year

Division of Student Support, Academic Enrichment,
and Educational Policy

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Background

The [Annotated Code of Maryland Education Article § 7-306](#) requires the Maryland State Department of Education (MSDE) to collect data on alternative school discipline practices in public schools for each local education agency (LEA), including: (i) the type of alternative school discipline practices that are used in an LEA; and (ii) the type of misconduct for which an alternative discipline practice is used.

During the 2019 legislative session, House Bill 725-Public Schools-Student Discipline-Restorative Approaches (Chapter 691) was passed, amending Education Article § 7-306. The amended legislation defines restorative approaches as “a relationship-focused student discipline model” and requires MSDE to submit an annual student discipline data report, on or before October 1, to the Governor and the General Assembly that includes a description of the uses of restorative approaches in the State and a review of disciplinary practices and policies in the State. Additionally, the amended legislation specifies that MSDE shall disaggregate the information in any student discipline data report prepared by the Department by race, ethnicity, gender, disability status, eligibility for free or reduced price meals or an equivalent measure of socioeconomic status, English language proficiency, and type of discipline for: (i) the State; (ii) each LEA; and (iii) each public school.

MSDE will provide disaggregated student discipline data based on the categorizations outlined in the legislation in the annual Maryland Public School Suspensions by School and Major Offense Category: In-School Suspensions, Out-of-School Suspensions, and Expulsions report. The Alternative School Discipline Practices: Data Collection, Findings, and Considerations report focuses specifically on alternative school discipline practices. This report describes the data collection process, provides statewide summary data based on LEA responses, and outlines findings and considerations based on an analysis of the data.

Alternative school discipline practices are defined in Education Article § 7-306 as “a discipline practice used in a public school that is not an in-school or an out-of-school suspension.” Currently, responsibility for defining discipline practices for specific code of conduct infractions and determining which disciplinary practices are utilized rests with individual LEAs. MSDE has provided support and guidance to LEAs on alternative disciplinary approaches through collaborative partnerships with experts such as the Center for Dispute Resolution at the University of Maryland (C-DRUM) and the Positive Behavior Intervention and Support (PBIS) Maryland collaborative, the publication of documents such as The Maryland Guidelines for State Code of Discipline, professional learning experiences conducted by MSDE specialists specifically in the area of alternative discipline approaches, and direct technical support to LEAs as they implement strategies to eliminate disproportionate disciplinary removals. MSDE has also provided training in restorative practices using grant funds from Title IV, Part A: Student Support and Academic Enrichment (SSAE) Grant of the Every Student Succeeds Act.

Data Collection

To obtain data on the use of alternative discipline practices in Maryland public schools, MSDE staff developed an online survey, drawing on existing statewide guidance and current terminology (see Appendix A). The survey is typically completed by the Directors of Student Services in each LEA. The Director of Student Services is the LEA administrator who is generally most knowledgeable about central office guidance on discipline and school discipline practices. All 24 LEAs in Maryland completed the survey for the 2022-2023 school year.

The survey is comprised of two parts. Part one asked LEAs the degree to which school administrators used the following five alternative discipline practices/approaches, including communication practices, skill development practices, restorative approaches, referral practices, and consequence practices.

For each question in part one, the following five response options were available:

- Never;
- Less than half of the time;
- About half of the time;
- More than half of the time; or
- Always.

Part two asked LEAs to indicate which alternative school discipline practices/approaches (as identified in part one) the LEA used in response to the following types of student misconduct, as defined in the 2019 report by the Institute of Education Science's (IES) Regional Educational Laboratory Mid-Atlantic entitled *Disproportionality in School Discipline: An Assessment in Maryland Through 2018*:

- Attendance infractions (class cutting, tardiness, and truancy);
- Conduct infractions (disrespect, disruption, academic dishonesty, dress code violations, inappropriate use of personal electronics, trespassing, and destruction of property);
- Drugs and alcohol infractions (being under the influence/in possession of, or selling alcohol, inhalants, or controlled substances);
- Sexual misconduct infractions (sexual harassment, attacks, or activity); and
- Violent infractions (possession or use of firearms, explosives, or other weapons; threatening or attacking an adult or student; fighting; extortion; bullying and harassment; arson; and bomb threats).

Findings

ALTERNATIVE SCHOOL DISCIPLINE DATA BY THE DEGREE TO WHICH A PRACTICE/APPROACH IS USED

Please note that the data for part one of the survey (questions three through seven) are each represented by a single table. Tables 1 through 5 detail the degree to which each of the 24 LEAs in Maryland reported using the specified discipline practice/approach for the five alternative school discipline practices/approach categories listed (communication practices, skill development practices, restorative approaches, referral practices, and consequence practices), displaying both the percentage and the number of LEAs responding to each item for the 2022-2023 school year.

For the following narratives, the term “high frequency” refers to any practice or approach that was reported as being used “more than half of the time” or “always”. The term “low frequency” refers to any practice or approach that was reported as being used “less than half of the time” or “never”. “The majority of LEAs” refers to at least 70% of Maryland LEAs.

Communication Practices

With regard to the use of communication practices, all 24 LEAs indicated parent outreach at a high frequency, with 17 LEAs indicating that this practice is always used (see Table 1). Other high frequency practices that the majority of LEAs reported using include parent- and/or student-teacher conference and parent- and/or student-administrator conference. Community conference and home visit were the only practices that met the threshold for low frequency by the majority of LEAs. Twenty-three of the 24 LEAs noted using a home visit less than half the time.

Table 1. Extent to Which Communication Practices are Used Across All LEAs

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Parent outreach (phone, email, text)	0% (0)	0% (0)	0% (0)	29.17% (7)	70.83% (17)
Parent- and/or student-teacher conference	0% (0)	8.33% (2)	20.83% (5)	54.17% (13)	16.67% (4)
Parent- and/or student-administrator conference	0% (0)	8.33% (2)	20.83% (5)	50.00% (12)	20.83% (5)
Parent- and/or student-support staff conference*	0% (0)	26.09% (6)	30.43% (7)	26.09% (6)	17.39% (4)
Conflict resolution conference*	0% (0)	26.09% (6)	47.83% (11)	17.39% (4)	8.70% (2)

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Community conference*	8.70% (2)	73.91% (17)	13.04% (3)	4.35% (1)	0% (0)
Mediation conference	8.33% (2)	45.83% (11)	25.00% (6)	20.83% (5)	0% (0)
Check-in/Check-out with a school-based adult	0% (0)	16.67% (4)	41.67% (10)	41.67% (10)	0% (0)
Daily or weekly student progress sheet (digital or paper)*	0% (0)	69.57% (16)	17.39% (4)	13.04% (3)	0% (0)
Behavior contract*	0% (0)	69.57% (16)	13.04% (3)	17.39% (4)	0% (0)
Administrator-teacher meeting related to interaction(s) with a student	0% (0)	20.83% (5)	25.00% (6)	29.17% (7)	25.00% (6)
Home visit	0% (0)	95.83% (23)	4.17% (1)	0% (0)	0% (0)

*Note: Not all 24 Maryland LEAs responded to this question.

Skill Development Practices

Regarding the use of skill development practices, high frequency practices that the majority of LEAs reported using include Positive Behavior Intervention and Support (PBIS) as a framework, review and practice of a classroom procedure, and reminder/redirection to an appropriate replacement behavior (see Table 2). Peer mediation and role play were the only skill development practices that were indicated to be used at a low frequency by the majority of LEAs.

Table 2. Extent to Which Skill Development Practices are Used Across All LEAs

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Positive Behavior Intervention and Support (PBIS) framework	0% (0)	4.17% (1)	8.33% (2)	54.17% (13)	33.33% (8)

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Trauma-informed approaches	0% (0)	0% (0)	41.67% (10)	50.00% (12)	8.33% (2)
Review and practice of a classroom procedure	0% (0)	12.50% (3)	16.67% (4)	54.17% (13)	16.67% (4)
Reminder/redirection to an appropriate replacement behavior	0% (0)	0% (0)	4.17% (1)	62.50% (15)	33.33% (8)
Peer mediation	20.83% (5)	54.17% (13)	8.33% (2)	16.67% (4)	0% (0)
Role play	4.17% (1)	79.17% (19)	12.50% (3)	4.17% (1)	0% (0)
Participation in a social emotional learning program	0% (0)	20.83% (5)	25.00% (6)	50.00% (12)	4.17% (1)
Participation in an academic skill development program/academic remediation*	4.35% (1)	47.83% (11)	17.39% (4)	30.43% (7)	0% (0)
Participation in a targeted skill session or group with a student service professional	0% (0)	54.17% (13)	20.83% (5)	20.83% (5)	4.17% (1)

*Note: Not all 24 Maryland LEAs responded to this question.

Restorative Approaches

For the use of restorative approaches, the most frequently used restorative approach is informal circle conversation with student and victim, with eight out of 24 LEAs indicating high frequency usage (see Table 3). Seven out of the 24 LEAs also reported using other forms of mediation and restorative conferences (the act of repairing the harm done) at a high frequency. Restitution was the least used restorative approach, with 21 LEAs indicating its use at a low frequency. Low frequency use was also indicated by a majority of LEAs for peer mediation, formal restorative circle with school-based stakeholders and a written agreement, and formal restorative circle with parents, school-based stakeholders, community member(s) and a written agreement. One LEA noted that it will be implementing restorative approaches system-wide for the upcoming 2023-2024 school year.

Table 3. Extent to Which Restorative Approaches are Used Across All LEAs

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Informal circle conversation with student and victim	0% (0)	37.50% (9)	29.17% (7)	20.83% (5)	12.50% (3)
Peer mediation	20.83% (5)	58.33% (14)	0% (0)	16.67% (4)	4.17% (1)
Other forms of mediation	4.17% (1)	54.17% (13)	12.50% (3)	20.83% (5)	8.33% (2)
Restorative conferences (the act of repairing the harm done)	4.17% (1)	41.67% (10)	25.00% (6)	25.00% (6)	4.17% (1)
Formal restorative circle with school-based stakeholders and a written agreement	4.17% (1)	75.00% (18)	16.67% (4)	0% (0)	4.17% (1)
Formal restorative circle with parents, school-based stakeholders, community member(s), and a written agreement	12.50% (3)	66.67% (16)	16.67% (4)	0% (0)	4.17% (1)
Restitution	8.33% (2)	79.17% (19)	12.50% (3)	0% (0)	0% (0)

Referral Practices

Reporting about the use of referral practices found 15 out of the 24 LEAs make a referral to the Student Support Team or other Tier 1 support team¹ at a high frequency (see Table 4). Referral practices reported being used at a low frequency by the majority of LEAs include referrals to the Individualized Education Program (IEP) Team, the school nurse or school health professional, a substance abuse counseling service, rehabilitative services, other community-based agency, truancy diversion panel, a system level alternative placement, and a threat assessment. Referral to a system level alternative placement was the least commonly used practice (20 out of 24 LEAs reported that they used this practice at a low frequency).

¹ A team of school-based individuals who meet to discuss and develop a plan of intervention for students at risk.

Table 4. Extent to Which Referral Practices are Used Across All LEAs

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Referral to a mentoring program (in school-based or community-based agency)	0% (0)	50.00% (12)	33.33% (8)	12.50% (3)	4.17% (1)
Referral to the Student Support Team or other Tier 1 support team	0% (0)	20.83% (5)	16.67% (4)	50.00% (12)	12.50% (3)
Referral to complete a Functional Behavior Assessment and Behavior Intervention Plan	0% (0)	66.67% (16)	16.67% (4)	12.50% (3)	4.17% (1)
Referral to the Individualized Education Program (IEP) Team*	4.35% (1)	78.26% (18)	8.70% (2)	8.70% (2)	0% (0)
Referral to the school nurse or school health professional	0% (0)	79.17% (19)	4.17% (1)	8.33% (2)	8.33% (2)
Referral to a school counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist	0% (0)	12.50% (3)	37.50% (9)	33.33% (8)	16.67% (4)
Referral to a school-based mental health worker	0% (0)	33.33% (8)	41.67% (10)	20.83% (5)	4.17% (1)
Referral to a community-based mental health agency	0% (0)	62.50% (15)	29.17% (7)	4.17% (1)	4.17% (1)
Referral to a substance abuse counseling service	4.17% (1)	70.83% (17)	4.17% (1)	4.17% (1)	16.67% (4)
Referral for rehabilitative services	12.50% (3)	62.50% (15)	12.50% (3)	8.33% (2)	4.17% (1)
Referral to other community-based agency	0% (0)	75.00% (18)	12.50% (3)	8.33% (2)	4.17% (1)

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Referral to truancy diversion panel	12.50% (3)	62.50% (15)	16.67% (4)	4.17% (1)	4.17% (1)
Referral to a system level alternative placement	4.17% (1)	79.17% (19)	8.33% (2)	4.17% (1)	4.17% (1)
Referral for threat assessment	0% (0)	70.83% (17)	8.33% (2)	12.50% (3)	8.33% (2)

*Note: Not all 24 Maryland LEAs responded to this question.

Consequence Practices

In terms of the use of consequence practices, 22 LEAs indicated that they used verbal correction at a high frequency (see Table 5). Community services and teen court were the least used consequence practice, with 23 LEAs indicating that it used those practices at a low frequency. Other low frequency consequences reported by the majority of LEAs include Saturday school, system level conduct officer hearing, and truancy court.

Table 5. Extent to Which Consequence Practices are Used Across All LEAs

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Written apology to the victim(s)*	0% (0)	69.57% (16)	26.09% (6)	4.35% (1)	0% (0)
Verbal correction*	0% (0)	0% (0)	4.35% (1)	52.17% (12)	43.48% (10)
After school detention	4.17% (1)	54.17% (13)	25.00% (6)	16.67% (4)	0% (0)
Lunch detention	4.17% (1)	33.33% (8)	45.83% (11)	16.67% (4)	0% (0)
Community service	33.33% (8)	62.50% (15)	0% (0)	4.17% (1)	0% (0)
Loss of school day privilege	0% (0)	45.83% (11)	16.67% (4)	37.50% (9)	0% (0)

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Loss of after school privilege	0% (0)	41.67% (10)	33.33% (8)	25.00% (6)	0% (0)
Removal from extracurricular activity*	0% (0)	60.87% (14)	30.43% (7)	8.70% (2)	0% (0)
Temporary removal from class*	0% (0)	21.74% (5)	34.78% (8)	43.48% (10)	0% (0)
In-school intervention	0% (0)	29.17% (7)	25.00% (6)	41.67% (10)	4.17% (1)
In-school suspension	25.00% (6)	29.17% (7)	33.33% (8)	12.50% (3)	0% (0)
Saturday school	41.67% (10)	37.50% (9)	12.50% (3)	8.33% (2)	0% (0)
System level conduct officer hearing	8.33% (2)	75.00% (18)	8.33% (2)	4.17% (1)	4.17% (1)
Teen court	62.50% (15)	33.33% (8)	0% (0)	4.17% (1)	0% (0)
Truancy court	33.33% (8)	50.00% (12)	12.50% (3)	4.17% (1)	0% (0)

*Note: Not all 24 Maryland LEAs responded to this question.

ALTERNATIVE SCHOOL DISCIPLINE DATA BY THE TYPE OF PRACTICE/APPROACH USED FOR STUDENT MISCONDUCT

Tables 6 through 10, which relate to part two of the survey (questions eight through 32), detail which alternative school discipline practices/approaches were used by LEAs during the 2022-2023 school year in response to five specific types of misconduct infractions: attendance infractions, conduct infractions, drugs and alcohol infractions, sexual misconduct infractions, and violent infractions (see Page 4 for further clarification). Please note that the data presented in this section does not indicate the frequency with which an LEA employed a particular practice/approach, but instead whether the LEA utilized such a practice/approach during the 2022-2023 school year.

For each of the five infraction categories, a narrative summarizing the data sets included with each infraction category is provided. Within each infraction category, data are displayed in five separate tables (e.g., 6.1, 6.2, 6.3, 6.4, and 6.5), one table for each of the five overarching alternative school discipline practice/approach categories listed under part one of the survey (communication practices, skill development practices, restorative approaches, referral practices, and consequence practices). Each table displays the percentage and number of LEAs that reported employing a specific alternative school discipline practice/approach during the 2022-2023 school year in response to the various infraction types listed in the survey. LEAs were asked to indicate “Other” and provide any innovative practices that they were utilizing for each category in response to the various infractions. This information is provided in the narrative prior to each data set. Not all LEAs in Maryland employ each specific alternative school discipline practice/approach listed in the survey to address certain misconduct infraction types, and therefore, some LEAs did not respond to every question. In each instance where fewer than 24 LEAs responded to a survey question, a note to this effect has been included with the relevant data table.

Attendance Infractions

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LEAs (i.e., by at least 70% of respondents) for attendance infractions:

- Communication practices: parent outreach, parent- and/or student – teacher conference, parent- and/or student-administrator conference, parent- and/or student-support staff conference, check-in/check-out, student progress sheet, behavior contract, administrator-teacher meeting related to student, and home visit;
- Skill development practices: PBIS framework, trauma-informed approaches, reminder/redirection to appropriate behavior, social emotional learning program, academic skill development/academic remediation, and targeted skill session or group with a student services professional;
- Restorative approaches: no restorative approaches met this 70% affirmative response threshold;
- Referral practices: mentoring; Student Support Team or other Tier 1 support team; school nurse or school health professional, school counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist, school-based mental health worker, community-based mental health agency, substance abuse counseling service, and other community-based organization; and
- Consequence practices: verbal correction, lunch detention, loss of school day privilege, loss of after school privilege, removal from extracurricular activity, and in-school suspension.

The least used alternative school discipline practices/approaches (i.e., used by no more than 20% of respondents) for attendance infractions were restitution (a restorative approach), teen court, and potential expulsion (both consequence practices).

LEAs provided write-in responses when indicating “Other” for alternative school discipline practices/approaches utilized for attendance infractions. Under communication practices, LEAs wrote in, “attendance rewards” and “a Community Action Team (CAT) where various stakeholders meet with the student and family to discuss support and guidance regarding attendance.” For skill development practices, one LEA wrote in, “student and/or parent checklists to implement in the home setting.” In terms of restorative approaches, one LEA wrote in, “meeting with the student and parent to address concerns related to attendance and problem solve solutions or next steps.” For referral practices, LEAs wrote in “referral to the Central Attendance Team” and “risk assessment.”

Table 6.1. Number/Percentage of LEAs Employing Communication Practices to Address Attendance Infractions

Communication Practices	Response Percent	Response Count
Parent outreach (phone, email, text)	100.00%	24
Parent- and/or student-teacher conference	91.67%	22
Parent- and/or student-administrator conference	95.83%	23
Parent- and/or student-support staff conference	91.67%	22
Conflict resolution conference	41.67%	10
Community conference	29.17%	7
Mediation conference	41.67%	10
Check-in/Check-out with a school-based adult	87.50%	21
Daily or weekly student progress sheet (digital or paper)	87.50%	21
Behavior contract	75.00%	18
Administrator-teacher meeting related to interaction(s) with a student	87.50%	21
Home visit	100.00%	24

Table 6.2. Number/Percentage of LEAs Employing Skill Development Practices to Address Attendance Infractions

Skill Development Practices	Response Percent	Response Count
Positive Behavior Intervention and Supports (PBIS) framework	95.83%	23
Trauma-informed approaches	87.50%	21
Role Play	25.00%	6
Reminder/redirection to appropriate behavior	83.33%	20
Peer mediation	33.33%	8

Skill Development Practices	Response Percent	Response Count
Social emotional learning program	79.17%	19
Academic skill development/academic remediation	75.00%	18
Targeted skill session or group with a student services professional	91.67%	22
Review and practice of a classroom procedure	66.67%	16

Table 6.3. Number/Percentage of LEAs Employing Restorative Approaches to Address Attendance Infractions*

Restorative Approaches	Response Percent	Response Count
Informal circle conversation with student and victim	68.18%	15
Peer mediation	27.27%	6
Other mediation	54.55%	12
Restorative conference (repairing the harm)	63.64%	14
Formal restorative circle with school-based stakeholders	54.55%	12
Formal restorative circle with parents, school-based officials, and community members	36.36%	8
Restitution	18.18%	4

*Note: 22 out of 24 LEAs responded to this question.

Table 6.4. Number/Percentage of LEAs Employing Referral Practices to Address Attendance Infractions

Referral Practices	Response Percent	Response Count
Mentoring	91.67%	22
Student Support Team or other Tier 1 support team	95.83%	23
Functional Behavior Assessment/Behavior Intervention Plan	54.17%	13
Individualized Education Program (IEP) Team	58.33%	14

Referral Practices	Response Percent	Response Count
School nurse or school health professional	83.33%	20
School counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist	87.50%	21
School-based mental health worker	91.67%	22
Community-based mental health agency	87.50%	21
Substance abuse counseling service	75.00%	18
Rehabilitative services	33.33%	8
Other community-based organization	70.83%	17
Truancy diversion panel	66.67%	16
System level alternative placement	37.50%	9
Threat assessment	25.00%	6

Table 6.5. Number/Percentage of LEAs Employing Consequence Practices to Address Attendance Infractions

Consequence Practices	Response Percent	Response Count
Written apology	54.17%	13
Verbal correction	91.67%	22
After school detention	66.67%	16
Lunch detention	87.50%	21
Community service	29.17%	7
Loss of school day privilege	79.17%	19
Loss of after school privilege	79.17%	19
Removal from extracurricular activity	83.33%	20

Consequence Practices	Response Percent	Response Count
Temporary removal from class	33.33%	8
In-school intervention	83.33%	20
In-school suspension	41.67%	10
Saturday school	41.67%	10
System level conduct officer hearing	29.17%	7
Teen court	4.17%	1
Truancy court	62.50%	15
These infractions may lead to a short-term suspension	16.67%	4
These infractions may lead to a long-term suspension	16.67%	4
These infractions may lead to an expulsion	8.33%	2

Conduct Infractions

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LEAs (i.e., by at least 70% of respondents) for conduct infractions:

- Communication practices: parent outreach, parent- and/or student-teacher conference, parent- and/or student-administrator conference, parent- and/or student-support staff conference, conflict resolution conference, check-in/check-out, student progress sheet, behavior contract, and administrator-teacher meeting related to student;
- Skill development practices: PBIS framework, trauma-informed approaches, reminder/redirection to appropriate behavior, social emotional learning program, academic skill development/academic remediation, targeted skill session or group with a student services professional, and review and practice of a classroom procedure;
- Restorative approaches: informal circle conversation with student and victim, other mediation, restorative conference (repairing the harm), and formal restorative circle with school-based stakeholders;
- Referral practices: mentoring; Student Support Team or other Tier 1 support team, Functional Behavior Assessment/Behavior Intervention Plan, IEP Team, school nurse or school health professional, school counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist, school-based mental health worker, community-based mental health agency, substance abuse counseling service, other community-based organization, and system level alternative placement; and

- Consequence practices: written apology, verbal correction, after school detention, lunch detention, loss of school day privilege, loss of after school privilege, removal from extracurricular activity, temporary removal from class, in-school intervention, in-school suspension, possible short-term suspension, and possible long-term suspension.

The least used alternative school discipline practices/approaches (i.e., used by less than 20% of respondents) for conduct infractions were both consequence practices including teen court and possible expulsion.

LEAs provided write-in responses when indicating “Other” for alternative school discipline practices/approaches utilized for conduct infractions. For restorative approaches, one LEA wrote in, “affirmative statements.” Under referral practices, LEAs wrote in, “referral to an intensive behavioral support program” and “risk assessment.”

Table 7.1. Number/Percentage of LEAs Employing Communication Practices to Address Conduct Infractions

Communication Practices	Response Percent	Response Count
Parent outreach (phone, email, text)	100.00%	24
Parent- and/or student-teacher conference	95.83%	23
Parent- and/or student-administrator conference	100.00%	24
Parent- and/or student-support staff conference	95.83%	23
Conflict resolution conference	87.50%	21
Community conference	41.67%	10
Mediation conference	66.67%	16
Check-in/Check-out with a school-based adult	95.83%	23
Daily or weekly student progress sheet (digital or paper)	91.67%	22
Behavior contract	91.67%	22
Administrator-teacher meeting related to interaction(s) with a student	95.83%	23
Home visit	66.67%	16

Table 7.2. Number/Percentage of LEAs Employing Skill Development Practices to Address Conduct Infractions

Skill Development Practices	Response Percent	Response Count
Positive Behavior Intervention and Supports (PBIS) framework	95.83%	23

Skill Development Practices	Response Percent	Response Count
Trauma-informed approaches	91.67%	22
Role Play	54.17%	13
Reminder/redirection to appropriate behavior	100.00%	24
Peer mediation	54.17%	13
Social emotional learning program	91.67%	22
Academic skill development/academic remediation	79.17%	19
Targeted skill session or group with a student services professional	91.67%	22
Review and practice of a classroom procedure	91.67%	22

Table 7.3. Number/Percentage of LEAs Employing Restorative Approaches to Address Conduct Infractions

Restorative Approaches	Response Percent	Response Count
Informal circle conversation with student and victim	91.67%	22
Peer mediation	45.83%	11
Other mediation	70.83%	17
Restorative conference (repairing the harm)	83.33%	20
Formal restorative circle with school-based stakeholders	70.83%	17
Formal restorative circle with parents, school-based officials, and community members	54.17%	13
Restitution	66.67%	16

Table 7.4. Number/Percentage of LEAs Employing Referral Practices to Address Conduct Infractions

Referral Practices	Response Percent	Response Count
Mentoring	95.83%	23

Referral Practices	Response Percent	Response Count
Student Support Team or other Tier 1 support team	100.00%	24
Functional Behavior Assessment/Behavior Intervention Plan	91.67%	22
Individualized Education Program (IEP) Team	91.67%	22
School nurse or school health professional	75.00%	18
School counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist	91.67%	22
School-based mental health worker	100.00%	24
Community-based mental health agency	91.67%	22
Substance abuse counseling service	70.83%	17
Rehabilitative services	50.00%	12
Other community-based organization	83.33%	20
System level alternative placement	83.33%	20
Threat assessment	62.50%	15

Table 7.5. Number/Percentage of LEAs Employing Consequence Practices to Address Conduct Infractions

Consequence Practices	Response Percent	Response Count
Written apology	95.83%	23
Verbal correction	100.00%	24
After school detention	87.50%	21
Lunch detention	95.83%	23
Community service	54.17%	13
Loss of school day privilege	100.00%	24

Consequence Practices	Response Percent	Response Count
Loss of after school privilege	100.00%	24
Removal from extracurricular activity	95.83%	23
Temporary removal from class	100.00%	24
In-school intervention	100.00%	24
In-school suspension	75.00%	18
Saturday school	45.83%	11
System level conduct officer hearing	62.50%	15
Superintendent school transfer	41.67%	10
Teen court	16.67%	4
These infractions may lead to a short-term suspension	95.83%	23
These infractions may lead to a long-term suspension	70.83%	17
These infractions may lead to an expulsion	16.67%	4
Potential law enforcement notification	62.50%	15

Drug and Alcohol Infractions

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LEAs (i.e., by at least 70% of respondents) for drug and alcohol infractions:

- Communication practices: parent outreach, parent- and/or student-teacher conference, parent- and/or student-administrator conference, parent- and/or student-support staff conference, check-in/check-out, administrator-teacher meeting related to student, and home visit;
- Skill development practices: PBIS framework, trauma-informed approaches, reminder/redirection to appropriate behavior, social emotional learning program, and targeted skill session or group with a student services professional;
- Restorative approaches: no restorative approaches met this 70% affirmative response threshold;
- Referral practices: mentoring, Student Support Team or other Tier 1 support team, school nurse or school health professional, school counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist, school-based mental health worker; community-based mental health agency, substance abuse counseling service, rehabilitative services, and other community-based organization; and

- Consequence practices: verbal correction, loss of school day privilege, loss of after school privilege, removal from extracurricular activity, temporary removal from class, in-school intervention, system level conduct officer hearing, possible short-term suspension, possible long-term suspension, and potential law enforcement notification.

The least used alternative school discipline practice/approach (i.e., used by less than 20% of respondents) for drug and alcohol infractions was teen court, a consequence practice.

LEAs provided write-in responses when indicating “Other” for alternative school discipline practices/approaches utilized for drug and alcohol infractions. In terms of skill development practices, LEAs wrote in, “referral to the Student Assistance Program (SAP)” and “peer mentoring through the health department.” For consequence practices, one LEA wrote in, “alternative placement.”

Table 8.1. Number/Percentage of LEAs Employing Communication Practices to Address Drug and Alcohol Infractions

Communication Practices	Response Percent	Response Count
Parent outreach (phone, email, text)	100.00%	24
Parent- and/or student-teacher conference	83.33%	20
Parent- and/or student-administrator conference	100.00%	24
Parent- and/or student-support staff conference	83.33%	20
Conflict resolution conference	37.50%	9
Community conference	25.00%	6
Mediation conference	37.50%	9
Check-in/Check-out with a school-based adult	70.83%	17
Daily or weekly student progress sheet (digital or paper)	33.33%	8
Behavior contract	58.33%	14
Administrator-teacher meeting related to interaction(s) with a student	83.33%	20
Home visit	70.83%	17

Table 8.2. Number/Percentage of LEAs Employing Skill Development Practices to Address Drug and Alcohol Infractions

Skill Development Practices	Response Percent	Response Count
Positive Behavior Intervention and Supports (PBIS) framework	79.17%	19
Trauma-informed approaches	83.33%	20
Role Play	37.50%	9
Reminder/redirection to appropriate behavior	91.67%	22
Peer mediation	20.83%	5
Social emotional learning program	75.00%	18
Academic skill development/academic remediation	45.83%	11
Targeted skill session or group with a student services professional	83.33%	20
Review and practice of a classroom procedure	41.67%	10

Table 8.3. Number/Percentage of LEAs Employing Restorative Approaches to Address Drug and Alcohol Infractions*

Restorative Approaches	Response Percent	Response Count
Informal circle conversation with student and victim	57.14%	12
Peer mediation	23.81%	5
Other mediation	57.14%	12
Restorative conference (repairing the harm)	61.90%	13
Formal restorative circle with school-based stakeholders	52.38%	11
Formal restorative circle with parents, school-based officials, and community members	52.38%	11
Restitution	23.81%	5

*Note: 21 out of 24 LEAs responded to this question.

Table 8.4. Number/Percentage of Leas Employing Referral Practices to Address Drug and Alcohol Infractions

Referral Practices	Response Percent	Response Count
Mentoring	83.33%	20
Student Support Team or other Tier 1 Support Team	79.17%	19
Functional Behavior Assessment/Behavior Intervention Plan	62.50%	15
Individualized Education Program (IEP) Team	58.33%	14
School Nurse or School Health Professional	91.67%	22
School Counselor, School Psychologist, School Social Worker, Pupil Personnel Worker, and/or Behavior Interventionist	100.00%	24
School-based mental health worker	100.00%	24
Community-based mental health agency	91.67%	22
Substance abuse counseling service	87.50%	21
Rehabilitative services	75.00%	18
Other community-based organization	87.50%	21
System level alternative placement	66.67%	16
Threat assessment	41.67%	10

Table 8.5. Number/Percentage of Leas Employing Consequence Practices to Address Drug and Alcohol Infractions

Consequence Practices	Response Percent	Response Count
Written apology	37.50%	9
Verbal correction	70.83%	17

Consequence Practices	Response Percent	Response Count
After school detention	33.33%	8
Lunch detention	41.67%	10
Community service	25.00%	6
Loss of school day privilege	91.67%	22
Loss of after school privilege	87.50%	21
Removal from extracurricular activity	91.67%	22
Temporary removal from class	70.83%	17
In-school intervention	87.50%	21
In-school suspension	50.00%	12
Saturday school	37.50%	9
System level conduct officer hearing	79.17%	19
Superintendent school transfer	45.83%	11
Teen court	16.67%	4
These infractions may lead to a short-term suspension	91.67%	22
These infractions may lead to a long-term suspension	83.33%	20
These infractions may lead to an expulsion	58.33%	14
Potential law enforcement notification	83.33%	20

Sexual Misconduct Infractions

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LEAs (i.e., by at least 70% of respondents) for sexual misconduct infractions:

- Communication practices: parent outreach, parent- and/or student-teacher conference, parent- and/or student-administrator conference, parent- and/or student-support staff conference, check-in/check-out, behavior contract, and administrator-teacher meeting related to student;

- Skill development practices: trauma-informed approaches, reminder/redirection to appropriate behavior, social emotional learning program, and targeted skill session or group with a student services professional;
- Restorative approaches: no restorative approaches met this 70% affirmative response threshold;
- Referral practices: mentoring; Student Support Team or other Tier 1 support team, Functional Behavior Assessment/Behavior Intervention Plan, school nurse or school health professional school counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist, school-based mental health worker, community-based mental health agency, other community-based organization, and system level alternative placement; and
- Consequence practices: loss of school day privilege, loss of after school privilege, removal from extracurricular activity, temporary removal from class, in-school intervention, system level conduct officer hearing, superintendent school transfer, possible short-term suspension, possible long-term suspension, and potential law enforcement notification.

The least used alternative school discipline practices/approaches (i.e., used by less than 20% of respondents) for sexual misconduct infractions were peer mediation (a skill development practice), restitution (a restorative approach), and teen court (a consequence practice).

LEAs provided write-in responses when indicating “Other” for alternative school discipline practices/approaches utilized for sexual misconduct infractions. Under restorative approaches, one LEA wrote in, “informal resolution conferences, agreed upon by both parties, after a formal complaint.” For consequence practices, LEAs wrote in, “recommendations made by school police following an assessment,” “changes to class schedules,” and “an escort.”

Table 9.1. Number/Percentage of LEAs Employing Communication Practices to Address Sexual Misconduct Infractions

Communication Practices	Response Percent	Response Count
Parent outreach (phone, email, text)	95.83%	23
Parent- and/or student-teacher conference	70.83%	17
Parent- and/or student-administrator conference	95.83%	23
Parent- and/or student-support staff conference	79.17%	19
Conflict resolution conference	54.17%	13
Community conference	29.17%	7
Mediation conference	54.17%	13
Check-in/Check-out with a school-based adult	70.83%	17
Daily or weekly student progress sheet (digital or paper)	33.33%	8

Communication Practices	Response Percent	Response Count
Behavior contract	79.17%	19
Administrator-teacher meeting related to interaction(s) with a student	83.33%	20
Home visit	62.50%	15

Table 9.2. Number/Percentage of LEAs Employing Skill Development Practices to Address Sexual Misconduct Infractions

Skill Development Practices	Response Percent	Response Count
Positive Behavior Intervention and Supports (PBIS) framework	66.67%	16
Trauma-informed approaches	87.50%	21
Role Play	41.67%	10
Reminder/redirection to appropriate behavior	79.17%	19
Peer mediation	16.67%	4
Social emotional learning program	70.83%	17
Academic skill development/academic remediation	37.50%	9
Targeted skill session or group with a student services professional	79.17%	19
Review and practice of a classroom procedure	54.17%	13

Table 9.3. Number/Percentage of LEAs Employing Restorative Approaches to Address Sexual Misconduct Infractions*

Restorative Approaches	Response Percent	Response Count
Informal circle conversation with student and victim	42.86%	9
Peer mediation	28.57%	6
Other mediation	47.62%	10

Restorative Approaches	Response Percent	Response Count
Restorative conference (repairing the harm)	57.14%	12
Formal restorative circle with school-based stakeholders	42.86%	9
Formal restorative circle with parents, school-based officials, and community members	42.86%	9
Restitution	19.05%	4

*Note: 21 out of 24 LEAs responded to this question.

Table 9.4. Number/Percentage of LEAs Employing Referral Practices to Address Sexual Misconduct Infractions

Referral Practices	Response Percent	Response Count
Mentoring	75.00%	18
Student Support Team or other Tier 1 support team	70.83%	17
Functional Behavior Assessment/Behavior Intervention Plan	79.17%	19
Individualized Education Program (IEP) Team	66.67%	16
School nurse or school health professional	79.17%	19
School counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist	95.83%	23
School-based mental health worker	91.67%	22
Community-based mental health agency	87.50%	21
Substance abuse counseling service	3	9
Rehabilitative services	45.83%	11
Other community-based organization	70.83%	17
System level alternative placement	87.50%	21

Referral Practices	Response Percent	Response Count
Threat assessment	62.50%	15

Table 9.5. Number/Percentage of LEAs Employing Consequence Practices to Address Sexual Misconduct Infractions

Consequence Practices	Response Percent	Response Count
Written apology	58.33%	14
Verbal correction	66.67%	16
After school detention	45.83%	11
Lunch detention	50.00%	12
Community service	25.00%	6
Loss of school day privilege	79.17%	19
Loss of after school privilege	87.50%	21
Removal from extracurricular activity	87.50%	21
Temporary removal from class	79.17%	19
In-school intervention	75.00%	18
In-school suspension	54.17%	13
Saturday school	33.33%	8
System level conduct officer hearing	83.33%	20
Superintendent school transfer	75.00%	18
Teen court	16.67%	4
These infractions may lead to a short-term suspension	95.83%	23
These infractions may lead to a long-term suspension	95.83%	23

Consequence Practices	Response Percent	Response Count
These infractions may lead to an expulsion	66.67%	16
Potential law enforcement notification	91.67%	22

Violent Infractions

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LEAs (i.e., by at least 70% of respondents) for violent infractions:

- Communication practices: parent outreach, parent- and/or student-teacher conference, parent- and/or student-administrator conference, parent- and/or student-support staff conference, conflict resolution conference, mediation conference, check-in/check-out, behavior contract, administrator-teacher meeting related to student, and home visit;
- Skill development practices: PBIS framework, trauma-informed approaches, reminder/redirection to appropriate behavior, social emotional learning program, and targeted skill session or group with a student services professional;
- Restorative approaches: informal circle conversation with student and victim, other mediation, restorative conference (repairing the harm), and formal restorative circle with school-based stakeholders;
- Referral practices: mentoring, Student Support Team or other Tier 1 support team, Functional Behavior Assessment/Behavior Intervention Plan, IEP Team, school nurse or school health professional, school counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist, school-based mental health worker, community-based mental health agency, other community-based organization, system level alternative placement, and threat assessment; and
- Consequence practices: verbal correction, loss of school day privilege, loss of after school privilege, removal from extracurricular activity, temporary removal from class, in-school intervention, system level conduct officer hearing, possible short-term suspension, possible long-term suspension, possible expulsion, and potential law enforcement notification.

The least used alternative school discipline practice/approach (i.e., used by less than 20% of respondents) for violent infractions was teen court (a consequence practice).

LEAs provided write-in responses when indicating “Other” for alternative school discipline practices/approaches utilized for violent infractions. In terms of referral practices, one LEA wrote in, “safety check home visit by local law enforcement.”

Table 10.1. Number/Percentage of LEAs Employing Communication Practices to Address Violent Infractions

Communication Practices	Response Percent	Response Count
Parent outreach (phone, email, text)	95.83%	23
Parent- and/or student-teacher conference	87.50%	21

Communication Practices	Response Percent	Response Count
Parent- and/or student-administrator conference	100.00%	24
Parent- and/or student-support staff conference	87.50%	21
Conflict resolution conference	83.33%	20
Community conference	58.33%	14
Mediation conference	75.00%	18
Check-in/Check-out with a school-based adult	79.17%	19
Daily or weekly student progress sheet (digital or paper)	58.33%	14
Behavior contract	91.67%	22
Administrator-teacher meeting related to interaction(s) with a student	87.50%	21
Home visit	79.17%	19

Table 10.2. Number/Percentage of LEAs Employing Skill Development Practices to Address Violent Infractions

Skill Development Practices	Response Percent	Response Count
Positive Behavior Intervention and Supports (PBIS) framework	87.50%	21
Trauma-informed approaches	91.67%	22
Role Play	29.17%	7
Reminder/redirection to appropriate behavior	70.83%	17
Peer mediation	33.33%	8
Social emotional learning program	75.00%	18
Academic skill development/academic remediation	33.33%	8
Targeted skill session or group with a student services professional	91.67%	22

Skill Development Practices	Response Percent	Response Count
Review and practice of a classroom procedure	54.17%	13

Table 10.3. Number/Percentage of LEAs Employing Restorative Approaches to Address Violent Infractions

Restorative Approaches	Response Percent	Response Count
Informal circle conversation with student and victim	70.83%	17
Peer mediation	29.17%	7
Other mediation	75.00%	18
Restorative conference (repairing the harm)	70.83%	17
Formal restorative circle with school-based stakeholders	70.83%	17
Formal restorative circle with parents, school-based officials, and community members	45.83%	11
Restitution	41.67%	10

Table 10.4. Number/Percentage of LEAs Employing Referral Practices to Address Violent Infractions*

Referral Practices	Response Percent	Response Count
Mentoring	86.96%	20
Student Support Team or other Tier 1 support team	91.30%	21
Functional Behavior Assessment/Behavior Intervention Plan	91.30%	21
Individualized Education Program (IEP) Team	91.30%	21
School nurse or school health professional	78.26%	18
School counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist	100.00%	23
School-based mental health worker	100.00%	23

Referral Practices	Response Percent	Response Count
Community-based mental health agency	95.65%	22
Substance abuse counseling service	47.83%	11
Rehabilitative services	52.17%	12
Other community-based organization	91.30%	21
System level alternative placement	91.30%	21
Threat assessment	100.00%	23

*Note: 23 out of 24 LEAs responded to this question.

Table 10.5. Number/Percentage of LEAs Employing Consequence Practices to Address Violent Infractions*

Consequence Practices	Response Percent	Response Count
Written apology	69.57%	16
Verbal correction	82.61%	19
After school detention	65.22%	15
Lunch detention	56.52%	13
Community service	39.13%	9
Loss of school day privilege	91.30%	21
Loss of after school privilege	91.30%	21
Removal from extracurricular activity	95.65%	22
Temporary removal from class	95.65%	22
In-school intervention	91.30%	21

Consequence Practices	Response Percent	Response Count
In-school suspension	60.87%	14
Saturday school	47.83%	11
System level conduct officer hearing	82.61%	19
Superintendent school transfer	69.57%	16
Teen court	17.39%	4
These infractions may lead to a short-term suspension	100.00%	23
These infractions may lead to a long-term suspension	100.00%	23
These infractions may lead to an expulsion	100.00%	23
Potential law enforcement notification	95.65%	22

*Note: 23 out of 24 LEAs responded to this question.

Summary

This report presents statewide data on alternative school discipline practices/approaches used in Maryland public schools. After reviewing the data, the following comments are provided for consideration.

Comparison of the current data to the 2021-2022 school year data:

- Overall, compared to the 2021-2022 school year, parent- and/or student-teacher conferences, reminder/redirection to an appropriate replacement behavior, peer mediation, and other forms of mediation were reported by a majority of LEAs more often at a higher frequency.
- After school detention was more often reported at a lower frequency than during the 2022-2023 school year.
- Restorative approaches were reported more often at a higher frequency during the 2022-2023 school year.
- Compared to the 2021-2022 school year, more LEAs reported using a greater number of alternative discipline practices/approaches for drug and alcohol infractions, sexual misconduct infractions, and violent infractions.
- More LEAs reported using the communication practices of administrator-teacher meeting related to student for attendance infractions, drug and alcohol infractions, sexual misconduct infractions, violent infractions and parent- and/or student-teacher conferences for drug and alcohol infractions, sexual misconduct infractions, and violent infractions than during the previous school year.

- Reminder/redirection to appropriate behavior was reported to be a skill development practice used more often by LEAs during the 2022-2023 school year for drug and alcohol infractions, sexual misconduct infractions, and violent infractions than during the previous school year.
- The use of formal circles as a restorative approach was reported by more LEAs in response to conduct infractions, drug and alcohol infractions, and violent infractions than during the 2021-2022 school year.
- Verbal correction and lunch detention were used more often as a consequence practice by LEAs in response to drug and alcohol infractions, sexual misconduct infractions, and violent infractions than during the 2021-2022 school year.

Summary and highlights from alternative discipline practices/approaches used for the five categories of infractions:

- Attendance infractions
 - The types of alternative discipline practices/approaches used for attendance infractions demonstrated that LEAs are relying primarily upon intervention measures (i.e., communication practices, skill development practices, referral practices) as opposed to consequence practices (summary on Page 12 reflecting tables 6.1, 6.2, 6.3, 6.5).
 - The most common alternative discipline practices/approaches used for attendance infractions involved families (i.e., parent outreach, home visit; Table 6.1).
- Conduct infractions
 - Respondents indicated using a higher number of alternative discipline practices/approaches for conduct infractions when compared to other infraction categories, with a total of 41 different alternative discipline practices being used by at least 70% of the LEAs for conduct infractions (summary on Pages 16-17 reflecting tables 7.1, 7.2, 7.3, 7.4, 7.5).
 - One hundred percent of LEAs indicate the use of parent outreach, parent- and/or student-administrator conference, reminder/redirection to appropriate behavior, referral to Student Support Team or other Tier 1 support team, referral to school-based mental health worker, verbal correction, loss of school day privilege, loss of after school privilege, temporary removal from class, and in-school intervention for conduct infractions (Tables 7.1, 7.2, 7.4, 7.5).
 - Conduct infractions was one of only two categories of infraction where at least 70% of respondent LEAs endorsed using specific restorative practices/approaches (Table 7.3).
- Drug and alcohol infractions
 - All 24 LEAs indicated the use of parent outreach; parent- and/or student-administrator conference; referral to school counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist; and referral to school-based mental health worker for drug and alcohol infraction (Tables 8.1, 8.4).
- Sexual misconduct infractions
 - The most used non-suspension form of alternative discipline practices/approaches for sexual misconduct infractions include parent outreach; parent- and/or student-administrator conference, and referral to school counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist with 23 of the 24 LEAs endorsing the use of these practices (Tables 9.1, 9.4).
- Violent infractions

- All respondent LEAs indicate using parent- and/or student-administrator conference; referral to school counselor, school psychologist, school social worker, pupil personnel worker, and/or behavior interventionist; referral to school-based mental health worker; possible short-term suspension; possible long-term suspension; and possible expulsion for violent infractions (Tables 10.1, 10.4, 10.5).
- Violent infractions was one of only two categories of infraction where at least 70% of respondent LEAs endorsed using specific restorative practices/approaches (Table 7.3).

Considerations:

- LEAs will continue to engage with MSDE staff specialists during monthly meetings regarding the use of restorative approaches, bullying prevention, social-emotional learning, school climate, and behavioral health coordination.
- MSDE recommends that LEAs continue to work towards full implementation of a restorative approaches model throughout their schools and district. MSDE staff specialists will continue to provide technical assistance to LEAs regarding understanding, implementation, and training of restorative approaches.
- Furthermore, MSDE recommends that LEAs continue to promote family engagement and parent outreach as a form of alternative discipline practice for all types of infractions and violations.
- MSDE urges LEAs to consider increasing their use of positive proactive behavioral interventions to deter infractions and the need for discipline and consequences. MSDE will provide outreach to LEAs regarding improving positive proactive behavioral interventions, including bullying prevention, guidance on trauma-informed practices, and mental health.
- LEAs will continue to engage with MSDE staff specialists regarding technical assistance to help develop their capacity to increase the implementation and integration of PBIS, family engagement, behavior threat assessments, and discipline root cause analysis.
- MSDE recommends that LEAs continue to provide staff training regarding the use of alternative discipline practices and approaches as well as positive proactive behavioral interventions to promote school climate and relationships.

Appendix

APPENDIX A: MARYLAND STATE DEPARTMENT OF EDUCATION ALTERNATIVE SCHOOL DISCIPLINE PRACTICES DATA COLLECTION 2022-2023 SURVEY

Maryland State Department of Education Alternative School Discipline Practices
Data Collection 2022 2023

Rationale

The Annotated Code of Maryland Education Article § 7-306 requires the Department to submit (on or before October 1 each year) an annual student discipline data report to the Governor and General Assembly that includes a description of the uses of restorative approaches in the State and a review of disciplinary practices and policies in the State. The requirement is a result of legislation passed in 2019 (House Bill 725 *Student Discipline-Restorative Approaches*).

This survey is divided into two parts.

Part one is intended to:

- **Provide the Maryland State Department of Education (MSDE) with a list of alternative discipline practices commonly used by school administrators across the State.**

Part two is intended to:

- **Gather information regarding the alternative discipline practices used for specific levels of misconduct.**

When completing the survey please think in general about the practices being used by PreK-12 school administrators in your Local Education Agency (LEA). Please share any innovative alternative discipline practices within this survey, where the space is provided.

Definition: (from the Annotated Code of Maryland Education Article § 7-306)

Alternative School Discipline Practice means a discipline practice used in a public school that is not an in-school suspension or an out-of-school suspension.

For More Information:

Please feel free to contact Christen Fanelli at christen.fanelli@maryland.gov or 410-767-0288 with any questions.

* 1. Local Education Agency

* 2. Please provide contact information for the individual completing this survey.

Name

Email Address

Phone Number

Maryland State Department of Education Alternative School Discipline Practices
Data Collection 2022 2023

**Alternative Discipline Practices
Part 1**

Alternative Discipline Approaches

The following survey items assist the MSDE effort to maintain a list of alternative discipline practices commonly used by school administrators across the State and within LEAs. In this section, please indicate how frequently an alternative discipline practice is used. Alternative discipline practices are divided into five categories: *communication practices, skill development practices, restorative approaches, referral practices, and consequences*. Alternative practices related to Tier 2 and Tier 3 Positive Behavior Intervention and Supports (PBIS) are identified within each category.

Maryland State Department of Education Alternative School Discipline Practices Data Collection 2022 2023

Communication Practices

3. Indicate to what degree each of the following communication practices are used by administrators in your LEA when addressing student misconduct.

	Never	Less than half of the time	About half of the time	More than half of the time	Always
Parent outreach (phone, email, text)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent and/or student - teacher conference, in person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent and/or student - administrator conference, in person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent and/or student - support staff conference, in person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conflict resolution conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mediation conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Check-in/Check-out with a school-based adult	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Daily or weekly student progress sheet (digital or paper)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behavior contract	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrator - teacher meeting related to interaction(s) with a student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Home visit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Skill Development Practices

4. Indicate to what degree each of the following skill development practices are used by administrators in your LEA when addressing student misconduct.

	Never	Less than half of the time	About half of the time	More than half of the time	Always
Positive Behavior Intervention and Support (PBIS) framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trauma-informed approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review and practice of a classroom procedure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reminder/redirection to an appropriate replacement behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Role play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a social emotional learning program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in an academic skill development program/academic remediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a targeted skill session or group with a student service professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Restorative Approaches

5. Indicate to what degree each of the following restorative approaches are used by administrators in your LEA to address student misconduct.

	Never	Less than half of the time	About half of the time	More than half of the time	Always
Informal circle conversation with student and victim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other forms of mediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restorative conferences (the act of repairing the harm done)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal restorative circle with school-based stakeholders and a written agreement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formal restorative circle with parents, school-based stakeholders, community member(s), and a written agreement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restitution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Referral Practices

6. Indicate to what degree each of the following referral practices are used by administrators in your LEA when addressing student misconduct.

	Never	Less than half of the time	About half of the time	More than half of the time	Always
Referral to a mentoring program (in school-based or community-based agency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to the Student Support Team or other Tier 1 support team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to complete a Functional Behavior Assessment and Behavior Intervention Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to the Individualized Education Program Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to the School Nurse or School Health Professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to a School Counselor, School Psychologist, School Social Worker, Pupil Personnel Worker, and/or Behavior Interventionist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to a School-Based Mental Health Worker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to a community-based mental health agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to a substance abuse counseling service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral for rehabilitative services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

community-based agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to truancy diversion panel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to a system level alternative placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral for threat assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Consequence Practices

7. Indicate to what degree each of the following consequence practices are used by administrators in your LEA when addressing student misconduct.

	Never	Less than half of the time	About half of the time	More than half of the time	Always
Written apology to the victim(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Verbal correction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
After school detention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lunch detention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of school day privilege	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of after school privilege	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Removal from extra-curricular activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary removal from class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-school intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-school suspension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saturday School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
System level conduct officer hearing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teen court	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Truancy court	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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**Misconduct and Alternative Discipline Practices
Part 2**

Misconduct and Alternative Discipline Practices

The following survey items will allow the MSDE to determine what alternative school discipline practices are used for different types of student misconduct. Student misconduct has been grouped into five different categories. Please consider collectively the types of misconduct within each category and indicate what alternative school discipline practices are most often used within your LEA for that category of infractions.

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Attendance Infractions

Attendance infractions include: class cutting, tardiness, and truancy

Please indicate what alternative school discipline practices are used in your LEA for attendance infractions. Check all that apply.

8. Communication practices

- | | |
|---|---|
| <input type="checkbox"/> Parent outreach | <input type="checkbox"/> Mediation conference |
| <input type="checkbox"/> Parent-teacher and/or student conference | <input type="checkbox"/> Check-In/Check-Out |
| <input type="checkbox"/> Parent-administrator and/or student conference | <input type="checkbox"/> Student progress sheet |
| <input type="checkbox"/> Parent-student support staff and/or student conference | <input type="checkbox"/> Behavior contract |
| <input type="checkbox"/> Conflict resolution conference | <input type="checkbox"/> Administrator-teacher meeting related to student |
| <input type="checkbox"/> Community conference | <input type="checkbox"/> Home visit |

Other (please specify)

9. Skill development practices

- | | |
|---|---|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework | <input type="checkbox"/> Social emotional learning program |
| <input type="checkbox"/> Trauma-informed approaches | <input type="checkbox"/> Academic skill development/academic remediation |
| <input type="checkbox"/> Role Play | <input type="checkbox"/> Targeted skill session or group with a student services professional |
| <input type="checkbox"/> Reminder/redirection to appropriate behavior | <input type="checkbox"/> Review and practice of a classroom procedure |
| <input type="checkbox"/> Peer mediation | |
| <input type="checkbox"/> Other (please specify) | |

10. Restorative approaches

- | | |
|---|--|
| <input type="checkbox"/> Informal circle conversation with student and victim | <input type="checkbox"/> Formal restorative circle with school-based stakeholders |
| <input type="checkbox"/> Peer mediation | <input type="checkbox"/> Formal restorative circle with parents, school-based officials, and community members |
| <input type="checkbox"/> Other mediation | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Restorative conference (repairing the harm) | |
| <input type="checkbox"/> Other (please specify) | |

11. Referral practices

- | | |
|---|---|
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Community-based mental health agency |
| <input type="checkbox"/> Student Support Team or other Tier 1 Support Team | <input type="checkbox"/> Substance abuse counseling service |
| <input type="checkbox"/> Functional Behavior Assessment, Behavior Intervention Plan | <input type="checkbox"/> Rehabilitative services |
| <input type="checkbox"/> IEP team | <input type="checkbox"/> Other community based organization |
| <input type="checkbox"/> School Nurse or School Health Professional | <input type="checkbox"/> Truancy diversion panel |
| <input type="checkbox"/> School Counselor, School Psychologist, School Social Worker, Pupil Personnel Worker, and/or Behavior Interventionist | <input type="checkbox"/> System level alternative placement |
| <input type="checkbox"/> School-based mental health worker | <input type="checkbox"/> Threat assessment |
| <input type="checkbox"/> Other (please specify) | |

12. Consequence practices

- | | |
|--|--|
| <input type="checkbox"/> Written apology | <input type="checkbox"/> In-school intervention |
| <input type="checkbox"/> Verbal correction | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> After school detention | <input type="checkbox"/> Saturday school |
| <input type="checkbox"/> Lunch detention | <input type="checkbox"/> System level conduct officer hearing |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Teen court |
| <input type="checkbox"/> Loss of school-day privilege | <input type="checkbox"/> Truancy court |
| <input type="checkbox"/> Loss of after-school privilege | <input type="checkbox"/> These infractions may lead to a short-term suspension |
| <input type="checkbox"/> Removal from extracurricular activity | <input type="checkbox"/> These infractions may lead to a long-term suspension |
| <input type="checkbox"/> Temporary removal from class | <input type="checkbox"/> These infractions may lead to an expulsion |
| <input type="checkbox"/> Other (please specify) | |

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Conduct Infractions

Conduct infractions include: disrespect, disruption, academic dishonesty, dress code violations, inappropriate use of personal electronics, trespassing, and destruction of property

Please indicate what alternative school discipline practices are used in your LEA for conduct infractions. Check all that apply.

13. Communication practices

- | | |
|---|---|
| <input type="checkbox"/> Parent outreach | <input type="checkbox"/> Mediation conference |
| <input type="checkbox"/> Parent-teacher and/or student conference | <input type="checkbox"/> Check-In/Check-Out |
| <input type="checkbox"/> Parent-administrator and/or student conference | <input type="checkbox"/> Student progress sheet |
| <input type="checkbox"/> Parent-student support staff and/or student conference | <input type="checkbox"/> Behavior contract |
| <input type="checkbox"/> Conflict resolution conference | <input type="checkbox"/> Administrator-teacher meeting related to student |
| <input type="checkbox"/> Community conference | <input type="checkbox"/> Home visit |

Other (please specify)

14. Skill development practices

- | | |
|---|---|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework | <input type="checkbox"/> Social emotional learning program |
| <input type="checkbox"/> Trauma-informed approaches | <input type="checkbox"/> Academic skill development/academic remediation |
| <input type="checkbox"/> Role Play | <input type="checkbox"/> Targeted skill session or group with a student services professional |
| <input type="checkbox"/> Reminder/redirection to appropriate behavior | <input type="checkbox"/> Review and practice of a classroom procedure |
| <input type="checkbox"/> Peer mediation | |
| <input type="checkbox"/> Other (please specify) | |

15. Restorative approaches

- Informal circle conversation with student and victim
- Peer mediation
- Other mediation
- Restorative conference (repairing the harm)
- Other (please specify)
- Formal restorative circle with school-based stakeholders
- Formal restorative circle with parents, school-based officials, and community members
- Restitution

16. Referral practices

- Mentoring
- Student Support Team or other Tier 1 Support Team
- Functional Behavior Assessment, Behavior Intervention Plan
- IEP team
- School Nurse or School Health Professional
- School Counselor, School Psychologist, School Social Worker, Pupil Personnel Worker, and/or Behavior Interventionist
- School-based mental health worker
- Other (please specify)
- Community-based mental health agency
- Substance abuse counseling service
- Rehabilitative services
- Other community based organization
- System level alternative placement
- Threat assessment

17. Consequence practices

- | | |
|--|--|
| <input type="checkbox"/> Written apology | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> Verbal correction | <input type="checkbox"/> Saturday school |
| <input type="checkbox"/> After school detention | <input type="checkbox"/> System level conduct officer hearing |
| <input type="checkbox"/> Lunch detention | <input type="checkbox"/> Superintendent school transfer |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Teen court |
| <input type="checkbox"/> Loss of school-day privilege | <input type="checkbox"/> These infractions may lead to a short-term suspension |
| <input type="checkbox"/> Loss of after-school privilege | <input type="checkbox"/> These infractions may lead to a long-term suspension |
| <input type="checkbox"/> Removal from extracurricular activity | <input type="checkbox"/> These infractions may lead to an expulsion |
| <input type="checkbox"/> Temporary removal from class | <input type="checkbox"/> Potential law enforcement notification |
| <input type="checkbox"/> In-school intervention | |
| <input type="checkbox"/> Other (please specify) | |

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Drugs and Alcohol Infractions

Drugs and alcohol infractions include: being under the influence/in possession of, or selling alcohol, inhalants, or controlled substances

Please indicate what alternative school discipline practices are used in your LEA for drugs and alcohol infractions. Check all that apply.

18. Communication practices

- | | |
|---|---|
| <input type="checkbox"/> Parent outreach | <input type="checkbox"/> Mediation conference |
| <input type="checkbox"/> Parent-teacher and/or student conference | <input type="checkbox"/> Check-In/Check-Out |
| <input type="checkbox"/> Parent-administrator and/or student conference | <input type="checkbox"/> Student progress sheet |
| <input type="checkbox"/> Parent-student support staff and/or student conference | <input type="checkbox"/> Behavior contract |
| <input type="checkbox"/> Conflict resolution conference | <input type="checkbox"/> Administrator-teacher meeting related to student |
| <input type="checkbox"/> Community conference | <input type="checkbox"/> Home visit |

Other (please specify)

19. Skill development practices

- | | |
|---|---|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework | <input type="checkbox"/> Social emotional learning program |
| <input type="checkbox"/> Trauma-informed approaches | <input type="checkbox"/> Academic skill development/academic remediation |
| <input type="checkbox"/> Role Play | <input type="checkbox"/> Targeted skill session or group with a student services professional |
| <input type="checkbox"/> Reminder/redirection to appropriate behavior | <input type="checkbox"/> Review and practice of a classroom procedure |
| <input type="checkbox"/> Peer mediation | |
| <input type="checkbox"/> Other (please specify) | |

20. Restorative approaches

- | | |
|---|--|
| <input type="checkbox"/> Informal circle conversation with student and victim | <input type="checkbox"/> Formal restorative circle with school-based stakeholders |
| <input type="checkbox"/> Peer mediation | <input type="checkbox"/> Formal restorative circle with parents, school-based officials, and community members |
| <input type="checkbox"/> Other mediation | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Restorative conference (repairing the harm) | |
| <input type="checkbox"/> Other (please specify) | |

21. Referral practices

- | | |
|---|---|
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Community-based mental health agency |
| <input type="checkbox"/> Student Support Team or other Tier 1 Support Team | <input type="checkbox"/> Substance abuse counseling service |
| <input type="checkbox"/> Functional Behavior Assessment, Behavior Intervention Plan | <input type="checkbox"/> Rehabilitative services |
| <input type="checkbox"/> IEP team | <input type="checkbox"/> Other community based organization |
| <input type="checkbox"/> School Nurse or School Health Professional | <input type="checkbox"/> System level alternative placement |
| <input type="checkbox"/> School Counselor, School Psychologist, School Social Worker, Pupil Personnel Worker, and/or Behavior Interventionist | <input type="checkbox"/> Threat assessment |
| <input type="checkbox"/> School-based mental health worker | |
| <input type="checkbox"/> Other (please specify) | |

22. Consequence practices

- | | |
|--|--|
| <input type="checkbox"/> Written apology | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> Verbal correction | <input type="checkbox"/> Saturday school |
| <input type="checkbox"/> After school detention | <input type="checkbox"/> System level conduct officer hearing |
| <input type="checkbox"/> Lunch detention | <input type="checkbox"/> Superintendent school transfer |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Teen court |
| <input type="checkbox"/> Loss of school-day privilege | <input type="checkbox"/> These infractions may lead to a short-term suspension |
| <input type="checkbox"/> Loss of after-school privilege | <input type="checkbox"/> These infractions may lead to a long-term suspension |
| <input type="checkbox"/> Removal from extracurricular activity | <input type="checkbox"/> These infractions may lead to an expulsion |
| <input type="checkbox"/> Temporary removal from class | <input type="checkbox"/> Potential law enforcement notification |
| <input type="checkbox"/> In-school intervention | |
| <input type="checkbox"/> Other (please specify) | |

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Sexual Misconduct Infractions

Sexual misconduct infractions would include: sexual harassment, attacks or activity

Please indicate what alternative school discipline practices are used in your LEA for sexual misconduct infractions. Check all that apply.

23. Communication practices

- | | |
|---|---|
| <input type="checkbox"/> Parent outreach | <input type="checkbox"/> Mediation conference |
| <input type="checkbox"/> Parent-teacher and/or student conference | <input type="checkbox"/> Check-In/Check-Out |
| <input type="checkbox"/> Parent-administrator and/or student conference | <input type="checkbox"/> Student progress sheet |
| <input type="checkbox"/> Parent-student support staff and/or student conference | <input type="checkbox"/> Behavior contract |
| <input type="checkbox"/> Conflict resolution conference | <input type="checkbox"/> Administrator-teacher meeting related to student |
| <input type="checkbox"/> Community conference | <input type="checkbox"/> Home visit |

Other (please specify)

24. Skill development practices

- | | |
|---|---|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework | <input type="checkbox"/> Social emotional learning program |
| <input type="checkbox"/> Trauma-informed approaches | <input type="checkbox"/> Academic skill development/academic remediation |
| <input type="checkbox"/> Role Play | <input type="checkbox"/> Targeted skill session or group with a student services professional |
| <input type="checkbox"/> Reminder/redirection to appropriate behavior | <input type="checkbox"/> Review and practice of a classroom procedure |
| <input type="checkbox"/> Peer mediation | |
| <input type="checkbox"/> Other (please specify) | |

25. Restorative approaches

- | | |
|---|--|
| <input type="checkbox"/> Informal circle conversation with student and victim | <input type="checkbox"/> Formal restorative circle with school-based stakeholders |
| <input type="checkbox"/> Peer mediation | <input type="checkbox"/> Formal restorative circle with parents, school-based officials, and community members |
| <input type="checkbox"/> Other mediation | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Restorative conference (repairing the harm) | |
| <input type="checkbox"/> Other (please specify) | |

26. Referral practices

- | | |
|---|---|
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Community-based mental health agency |
| <input type="checkbox"/> Student Support Team or other Tier 1 Support Team | <input type="checkbox"/> Substance abuse counseling service |
| <input type="checkbox"/> Functional Behavior Assessment, Behavior Intervention Plan | <input type="checkbox"/> Rehabilitative services |
| <input type="checkbox"/> IEP team | <input type="checkbox"/> Other community based organization |
| <input type="checkbox"/> School Nurse or School Health Professional | <input type="checkbox"/> System level alternative placement |
| <input type="checkbox"/> School Counselor, School Psychologist, School Social Worker, Pupil Personnel Worker, and/or Behavior Interventionist | <input type="checkbox"/> Threat assessment |
| <input type="checkbox"/> School-based mental health worker | |
| <input type="checkbox"/> Other (please specify) | |

27. Consequence practices

- | | |
|--|--|
| <input type="checkbox"/> Written apology | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> Verbal correction | <input type="checkbox"/> Saturday school |
| <input type="checkbox"/> After school detention | <input type="checkbox"/> System level conduct officer hearing |
| <input type="checkbox"/> Lunch detention | <input type="checkbox"/> Superintendent school transfer |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Teen court |
| <input type="checkbox"/> Loss of school-day privilege | <input type="checkbox"/> These infractions may lead to a short-term suspension |
| <input type="checkbox"/> Loss of after-school privilege | <input type="checkbox"/> These infractions may lead to a long-term suspension |
| <input type="checkbox"/> Removal from extracurricular activity | <input type="checkbox"/> These infractions may lead to an expulsion |
| <input type="checkbox"/> Temporary removal from class | <input type="checkbox"/> Potential law enforcement notification |
| <input type="checkbox"/> In-school intervention | |
| <input type="checkbox"/> Other (please specify) | |

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Violent Infractions

Violent infractions would include: possession or use of firearms, explosives, or other weapons, threatening or attacking an adult or student, fighting, extortion, bullying and harassment, arson, and bomb threats

Please indicate what alternative school discipline practices are used in your LEA for violent infractions. Check all that apply.

28. Communication practices

- | | |
|---|---|
| <input type="checkbox"/> Parent outreach | <input type="checkbox"/> Mediation conference |
| <input type="checkbox"/> Parent-teacher and/or student conference | <input type="checkbox"/> Check-In/Check-Out |
| <input type="checkbox"/> Parent-administrator and/or student conference | <input type="checkbox"/> Student progress sheet |
| <input type="checkbox"/> Parent-student support staff and/or student conference | <input type="checkbox"/> Behavior contract |
| <input type="checkbox"/> Conflict resolution conference | <input type="checkbox"/> Administrator-teacher meeting related to student |
| <input type="checkbox"/> Community conference | <input type="checkbox"/> Home visit |

Other (please specify)

29. Skill development practices

- | | |
|---|---|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework | <input type="checkbox"/> Social emotional learning program |
| <input type="checkbox"/> Trauma-informed approaches | <input type="checkbox"/> Academic skill development/academic remediation |
| <input type="checkbox"/> Role Play | <input type="checkbox"/> Targeted skill session or group with a student services professional |
| <input type="checkbox"/> Reminder/redirection to appropriate behavior | <input type="checkbox"/> Review and practice of a classroom procedure |
| <input type="checkbox"/> Peer mediation | |
| <input type="checkbox"/> Other (please specify) | |

30. Restorative approaches

- | | |
|---|--|
| <input type="checkbox"/> Informal circle conversation with student and victim | <input type="checkbox"/> Formal restorative circle with school-based stakeholders |
| <input type="checkbox"/> Peer mediation | <input type="checkbox"/> Formal restorative circle with parents, school-based officials, and community members |
| <input type="checkbox"/> Other mediation | <input type="checkbox"/> Restitution |
| <input type="checkbox"/> Restorative conference (repairing the harm) | |
| <input type="checkbox"/> Other (please specify) | |

31. Referral practices

- | | |
|---|---|
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Community-based mental health agency |
| <input type="checkbox"/> Student Support Team or other Tier 1 Support Team | <input type="checkbox"/> Substance abuse counseling service |
| <input type="checkbox"/> Functional Behavior Assessment, Behavior Intervention Plan | <input type="checkbox"/> Rehabilitative services |
| <input type="checkbox"/> IEP team | <input type="checkbox"/> Other community based organization |
| <input type="checkbox"/> School Nurse or School Health Professional | <input type="checkbox"/> System level alternative placement |
| <input type="checkbox"/> School Counselor, School Psychologist, School Social Worker, Pupil Personnel Worker, and/or Behavior Interventionist | <input type="checkbox"/> Threat assessment |
| <input type="checkbox"/> School-based mental health worker | |
| <input type="checkbox"/> Other (please specify) | |

32. Consequence practices

- | | |
|--|--|
| <input type="checkbox"/> Written apology | <input type="checkbox"/> In-school suspension |
| <input type="checkbox"/> Verbal correction | <input type="checkbox"/> Saturday school |
| <input type="checkbox"/> After school detention | <input type="checkbox"/> System level conduct officer hearing |
| <input type="checkbox"/> Lunch detention | <input type="checkbox"/> Superintendent school transfer |
| <input type="checkbox"/> Community service | <input type="checkbox"/> Teen court |
| <input type="checkbox"/> Loss of school-day privilege | <input type="checkbox"/> These infractions may lead to a short-term suspension |
| <input type="checkbox"/> Loss of after-school privilege | <input type="checkbox"/> These infractions may lead to a long-term suspension |
| <input type="checkbox"/> Removal from extracurricular activity | <input type="checkbox"/> These infractions may lead to an expulsion |
| <input type="checkbox"/> Temporary removal from class | <input type="checkbox"/> Potential law enforcement notification |
| <input type="checkbox"/> In-school intervention | |
| <input type="checkbox"/> Other (please specify) | |