



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

October 1, 2020

The Honorable Larry Hogan  
State House  
100 State Circle  
Annapolis, Maryland 21401

The Honorable Bill Ferguson  
President  
Senate of Maryland  
State House, H-107  
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones  
Speaker  
Maryland House of Delegates  
State House, H-101  
Annapolis, Maryland 21401

Re: Report required by Education Article § 7-306 (MSAR # 12199)

Dear Governor Hogan, President Ferguson, and Speaker Jones:

In 2018, Section 7-306 of the Education Article, Annotated Code of Maryland was amended by House Bill 1254, requiring the Maryland State Department of Education (MSDE) to collect data on alternative school discipline practices in public schools for each local school system including: 1) the type of alternative school discipline practices that are used in a local school system; and 2) 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 and further amended Section 7-306 to include a definition of restorative approaches and requires the MSDE to submit an annual student discipline data report, on or before October 1, to the Governor and General Assembly. The report includes a description of the uses of restorative approaches in the State. Additionally, the amended legislation specifies that the MSDE shall disaggregate the information in any student discipline data report prepared by the Department.

The *Alternative School Discipline Practices: Data Collection, Findings, and Considerations* report is attached for your review. In addition, the MSDE will provide disaggregated student discipline data based on the categorizations in the legislation in the annual *Maryland Public School Suspensions by School and Major Offense Category Out-of-School Suspensions* report. This report is published by the MSDE annually in October.

If you have questions or need additional information, please contact Zachary Hands, Acting Director, Educational Policy and Government Relations by phone at 410-767-0504 or by email at [Zachary.hands1@maryland.gov](mailto:Zachary.hands1@maryland.gov).

Best Regards,

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

c: Sarah Albert

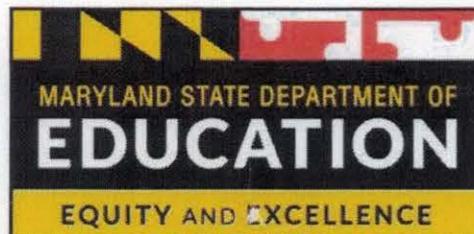
**ALTERNATIVE SCHOOL DISCIPLINE PRACTICES:  
DATA COLLECTION, FINDINGS, AND  
CONSIDERATIONS  
2019-2020 School Year Data**

**Maryland State Department of Education**

**October 1, 2020**

**Larry Hogan**  
*Governor*

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



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

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## Introduction

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 school system, including: (i) the type of alternative school discipline practices that are used in a local school system; 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 the 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 the 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 local school system; and (iii) each public school.”

The 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. This data report is published annually in October. The *Alternative School Discipline Practices: Data Collection, Findings, and Considerations* report focuses specifically on alternative school discipline practices. The report describes the data collection process, provides statewide summary data based on local school system (LSS) responses, and outlines findings and considerations based on an analysis of the data.

## Background

Education Article § 7-306 defines an alternative school discipline practice as, “a discipline practice used in a public school that is not an in-school suspension 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 LSSs. Over the past five years, the MSDE has provided support and guidance on alternative disciplinary approaches to suspensions and expulsions to LSSs, most notably through *The Maryland Guidelines for Student Code of Discipline*.

## Alternative School Discipline Practices Data Collection

To obtain data on the use of alternative discipline practices in Maryland, MSDE staff developed an online survey, drawing on existing statewide guidance and current terminology (see Appendix A). The Superintendents in each LSS were informed about the survey, which was completed by the Director of Student Services. The Director of Student Services is the LSS administrator who is most knowledgeable about central office guidance on discipline and school discipline practices. All 24 LSSs in Maryland completed the survey in summer 2020 for the 2019-2020 school year.

The survey comprised two main parts. **Part one** asked LSSs how frequently they used the following five alternative discipline practices/approaches:

- communication practices;
- skill development practices;
- restorative approaches;
- referral practices; and
- consequence practices.

For each part one question, 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; and
- always.

**Part two** asked LSSs to indicate which alternative school discipline practices/approaches (as identified in part one) the LSS uses in response to the following types of student misconduct, as defined by the Institute of Education Science's (IES) Regional Educational Laboratory Mid-Atlantic:

- 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 [*note: classified as sex infractions in the survey*]); 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 Extent to Which a Practice/Approach Is Used**

Please note that the data for part one of the survey (questions 2 through 6) have been collapsed into a single table for each of the five alternative school discipline practice/approach categories listed (communication practices, skill development practices, restorative approaches, referral practices, and consequence practices). Tables 1 through 5 detail the frequency with which each of the 24 LSSs in Maryland reported using the specified discipline practice, displaying both the percentage and number of LSSs responding to each question.

*Note: Due to rounding, the percentage figures listed in these tables may not always add up to 100 percent.*

### *Communication Practices*

With regard to the use of communication practices, 23 out of 24 LSSs indicated that parent-teacher outreach occurred more than half of the time or always, with 12 LSSs indicating that this practice is always used (see Table 1). Other high frequency practices reported (used by at least 50 percent of LSSs at least more than half of the time) include in-person parent-teacher and parent-administrator conferences and administrator-teacher support related to students. Less frequent communication practices (used less than half of the time or never by at least 40 percent of LSSs) include mediation conferences, daily or weekly student progress sheets, and check-in/check-out, with home visits the least frequently used (22 out of 24 LSSs reported that they used this practice less than half of the time or never).

**Table 1.** Extent to which *Communication Practices* are used across all LSSs

<i>Frequency of Practice</i>	<i>Never</i>	<i>Less than half of the time</i>	<i>About half of the time</i>	<i>More than half of the time</i>	<i>Always</i>
<i>Parent-teacher outreach (phone, email, text)</i>	0.0% (0)	0.0% (0)	4.2% (1)	45.8% (11)	50.0% (12)
<i>Parent-teacher conference, in-person</i>	0.0% (0)	20.8% (5)	20.8% (5)	54.2% (13)	4.2% (1)
<i>Parent-administrator conference, in-person</i>	0.0% (0)	25.0% (6)	20.8% (5)	41.7% (10)	12.5% (3)
<i>Parent-support staff conference, in-person</i>	0.0% (0)	20.8% (5)	33.3% (8)	45.8% (11)	0.0% (0)
<i>Check-in/check-out with a school-based adult</i>	0.0% (0)	41.7% (10)	20.8% (5)	33.3% (8)	4.2% (1)
<i>Daily or weekly student progress sheet</i>	0.0% (0)	41.7% (10)	29.2% (7)	20.8% (5)	8.3% (2)
<i>Mediation conference</i>	4.2% (1)	45.8% (11)	33.3% (8)	16.7% (4)	0.0% (0)
<i>Behavior contract</i>	0.0% (0)	37.5% (9)	33.3% (8)	16.7% (4)	12.5% (3)
<i>Administrator-teacher support related to student</i>	0.0% (0)	8.3% (2)	29.2% (7)	37.5% (9)	25.0% (6)
<i>Home visit</i>	4.2% (1)	87.5% (21)	4.2% (1)	4.2% (1)	0.0% (0)

***Skill Development Practices***

With regard to the use of skill development practices, all 24 respondents indicated using Positive Behavior Intervention and Support (PBIS) as a framework at least about half of the time, with 11 LSSs indicating that PBIS is always used (See Table 2). Other high frequency practices reported (used by at least 70 percent of LSSs more than half of the time or always) include reminding/redirecting to an appropriate replacement behavior and reviewing and practicing a classroom procedure. Role play is the least used skill development practice, with 20 LSSs indicating that it is used less than half of the time or never, followed by peer mediation.

**Table 2. Extent to which Skill Development Practices are used across all LSSs**

<b><i>Frequency of Practice</i></b>	<b><i>Never</i></b>	<b><i>Less than half of the time</i></b>	<b><i>About half of the time</i></b>	<b><i>More than half of the time</i></b>	<b><i>Always</i></b>
<b><i>Positive Behavior Intervention and Support (PBIS)</i></b>	0.0% (0)	0.0% (0)	8.3% (2)	45.8% (11)	45.8% (11)
<b><i>Trauma-informed care</i></b>	0.0% (0)	16.7% (4)	33.3% (8)	45.8% (11)	4.2% (1)
<b><i>Role play</i></b>	4.2% (1)	79.2% (19)	12.5% (3)	4.2% (1)	0.0% (0)
<b><i>Reminder/ redirection to an appropriate replacement behavior</i></b>	0.0% (0)	8.3% (2)	16.7% (4)	37.5% (9)	37.5% (9)
<b><i>Peer mediation</i></b>	16.7% (4)	58.3% (14)	12.5% (3)	12.5% (3)	0.0% (0)
<b><i>Participation in a social emotional learning program</i></b>	0.0% (0)	29.2% (7)	20.8% (5)	41.7% (10)	8.3% (2)
<b><i>Participation in an academic skill development program</i></b>	0.0% (0)	29.2% (7)	20.8% (5)	41.7% (10)	8.3% (2)
<b><i>Participation in a targeted skill session with a student service professional</i></b>	0.0% (0)	37.5% (9)	33.3% (8)	20.8% (5)	8.3% (2)
<b><i>Review and practice of a classroom procedure</i></b>	0.0% (0)	12.5% (3)	16.7% (4)	37.5% (9)	33.3% (8)

### *Restorative Approaches*

With regard to the use of restorative approaches, the most frequently used restorative approach is conflict resolution with the student and victim, with 20 out of 24 LSSs indicating that they used this approach at least about half of the time, followed by restorative conferences and other forms of mediation (see Table 3). The majority of LSSs (at least 75 percent) reported using the other restorative approaches less than half of the time or never, with the two formal corrective circle approaches being the least used.

**Table 3. Extent to which Restorative Approaches are used across all LSSs**

<i>Frequency of Practice</i>	<i>Never</i>	<i>Less than half of the time</i>	<i>About half of the time</i>	<i>More than half of the time</i>	<i>Always</i>
<i>Conflict resolution with student and victim</i>	0.0% (0)	16.7% (4)	33.3% (8)	45.8% (11)	4.2% (1)
<i>Peer mediation</i>	16.7% (4)	58.3% (14)	8.3% (2)	16.7% (4)	0.0% (0)
<i>Other forms of mediation</i>	0.0% (0)	33.3% (8)	33.3% (8)	33.3% (8)	0.0% (0)
<i>Restorative conferences (the act of repairing harm)</i>	0.0% (0)	29.2% (7)	41.7% (10)	29.2% (7)	0.0% (0)
<i>Formal corrective circle with school-based stakeholders and a written agreement</i>	8.3% (2)	75.0% (18)	12.5% (3)	4.2% (1)	0.0% (0)
<i>Formal corrective circle with parents, school-based stakeholders, community member(s), and a written agreement</i>	12.5% (3)	79.1% (19)	0.0% (0)	8.3% (2)	0.0% (0)
<i>Rehabilitation</i>	25.0% (6)	54.2% (13)	16.7% (4)	4.2% (1)	0.0% (0)

### Referral Practices

With regard to the use of referral practices, the majority of LSSs (at least 70 percent) reported making referrals to a school counselor and/or school psychologist or to the student support team or other Tier 1 support team<sup>1</sup> more than half of the time or always (see Table 4). With one exception,<sup>2</sup> the majority of LSSs (at least 50 percent) reported employing the other referral practices listed less than half of the time or never, with referrals to a truancy diversion panel being the least commonly used (21 out of 24 LSSs reported that they used this practice less than half of the time or never).

**Table 4. Extent to which Referral Practices are used across all LSSs**

<i>Frequency of Practice</i>	<i>Never</i>	<i>Less than half of the time</i>	<i>About half of the time</i>	<i>More than half of the time</i>	<i>Always</i>
<i>Referral to a mentoring program</i>	0.0% (0)	50.0% (12)	41.7% (10)	8.3% (2)	0.0% (0)
<i>Referral to a school counselor and/or school psychologist</i>	0.0% (0)	16.7% (4)	12.5% (3)	54.2% (13)	16.7% (4)
<i>Referral to the student support team or other Tier 1 support team</i>	0.0% (0)	4.2% (1)	20.8% (5)	45.8% (11)	29.2% (7)
<i>Referral to the school nurse or school health professional</i>	0.0% (0)	54.2% (13)	25.0% (6)	8.3% (2)	12.5% (3)
<i>Referral to a school-based social worker, behavior interventionist, or a school-based mental health worker</i>	0.0% (0)	29.2% (7)	25.0% (6)	33.3% (8)	12.5% (3)
<i>Referral to a community-based mental health professional</i>	0.0% (0)	54.2% (13)	20.8% (5)	20.8% (5)	4.2% (1)
<i>Referral to a substance abuse counseling service</i>	4.2% (1)	62.5% (15)	8.3% (2)	12.5% (3)	12.5% (3)
<i>Referral to complete a Functional Behavior Assessment, Behavior Intervention Plan</i>	0.0% (0)	54.2% (13)	12.5% (3)	25.0% (6)	8.3% (3)
<i>Referral to a community-based agency</i>	0.0% (0)	70.8% (17)	4.2% (1)	12.5% (3)	12.5% (3)
<i>Referral to the individualized education program team</i>	0.0% (0)	54.2% (13)	25.0% (6)	12.5% (3)	8.3% (2)
<i>Referral for rehabilitative services</i>	20.8% (5)	54.2% (13)	12.5% (3)	8.3% (2)	4.2% (1)
<i>Referral to truancy diversion panel</i>	37.5% (9)	50.0% (12)	0.0% (0)	8.3% (2)	4.2% (1)
<i>Referral to a system level alternative placement</i>	8.3% (2)	70.8% (17)	12.5% (3)	4.2% (1)	4.2% (1)
<i>Referral for threat assessment</i>	0.0% (0)	70.8% (17)	4.2% (1)	8.3% (2)	16.7% (4)

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

<sup>2</sup> Referral to a school-based social worker, behavior interventionist, or a school-based mental health worker.

### *Consequence Practices*

With regard to the use of consequence practices, 22 out of 24 LSSs indicated they used verbal correction more than half of the time or always (see Table 5). Temporary removal from class and in-school interventions were the next most frequently used practices, with 17 LSSs reporting that they used them at least about half of the time or more frequently. The least frequently used consequence practices (used less than half of the time or never by at least 75 percent of LSSs) were written apologies to victims, community service, teen courts, Saturday schools, truancy courts, and system level conduct officer hearings.

**Table 5. Extent to which Consequence Practices are used across all LSSs**

<i>Frequency of Practice</i>	<i>Never</i>	<i>Less than half of the time</i>	<i>About half of the time</i>	<i>More than half of the time</i>	<i>Always</i>
<i>Written apology to the victim(s)</i>	0.0% (0)	75.0% (18)	20.8% (5)	4.2% (1)	0.0% (0)
<i>Verbal correction</i>	0.0% (0)	4.2% (1)	4.2% (1)	41.7% (10)	50.0% (12)
<i>After-school detention</i>	8.3% (2)	37.5% (9)	33.3% (8)	20.8% (5)	0.0% (0)
<i>Lunch detention</i>	0.0% (0)	33.3% (8)	29.2% (7)	37.5% (9)	0.0% (0)
<i>Community service</i>	33.3% (8)	58.3% (14)	8.3% (2)	0.0% (0)	0.0% (0)
<i>Loss of school day privilege</i>	0.0% (0)	33.3% (8)	41.7% (10)	25.0% (6)	0.0% (0)
<i>Loss of after-school privilege</i>	4.2% (1)	33.3% (8)	41.7% (10)	20.8% (5)	0.0% (0)
<i>Removal from extra-curricular activity</i>	0.0% (0)	54.2% (13)	37.5% (9)	8.3% (2)	0.0% (0)
<i>Temporary removal from class</i>	0.0% (0)	29.2% (7)	25.0% (6)	41.7% (10)	4.2% (1)
<i>In-school intervention</i>	0.0% (0)	29.2% (7)	20.8% (5)	37.5% (9)	12.5% (3)
<i>In-school suspension</i>	8.3% (2)	58.3% (14)	16.7% (4)	16.7% (4)	0.0% (0)
<i>Teen court</i>	70.8% (17)	25.0% (6)	4.2% (1)	0.0% (0)	0.0% (0)
<i>Truancy court</i>	50.0% (12)	33.3% (8)	12.5% (3)	0.0% (0)	4.2% (1)
<i>Saturday School</i>	37.5% (9)	45.8% (11)	8.3% (2)	8.3% (2)	0.0% (0)
<i>System level conduct officer hearing</i>	12.5% (3)	75.0% (18)	4.2% (1)	8.3% (2)	0.0% (0)

## **Findings: 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 7 through 31), detail which alternative school discipline practices/approaches are being used by LSSs in response to five specific types of misconduct infraction: attendance, conduct, drugs and alcohol, sexual misconduct, and violence. Please note that the data presented in this section do not indicate the frequency with which an LSS employed a particular practice/approach, but instead whether the LSS has ever employed such a practice/approach. For each of the five infraction categories, a narrative summarizing the datasets included with each infraction category is provided. Data are broken out into five separate tables (6.1, 6.2, etc.), 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 LSSs that reported employing a specific alternative school discipline practice/approach in response to the various infraction types listed in the survey. Some LSSs in Maryland do not employ specific alternative school discipline practices/approaches listed in the survey to address certain misconduct infraction types, and therefore did not respond to every question. In each instance where fewer than 24 LSSs responded to a survey question, a note to this effect has been included with the relevant data table.

*Note: Due to rounding, the percentage figures listed in these tables may not always add up to 100 percent.*

### ***Attendance Infractions***

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LSSs (i.e. by more than 80 percent of respondents and/or at least 20 out of 24 LSSs) for attendance infractions:

- communication practices – check-in/check-out, parent outreach, progress sheet, behavior contract, teacher-parent conference, administrator-parent conference, and home visit;
- skill development practices – PBIS framework, reminder/redirection, school counselor or other school-based personnel group skill/lesson referral, and trauma-informed approaches;
- referral practices – mentoring, school counselor, mental health professional, IEP team, student support team or other Tier 1 support team, and school psychologist; and
- consequence practices – verbal correction, loss of school day privilege, and loss of after-school privilege.

No restorative approaches met this 80 percent affirmative response threshold. (*Note: Twenty-two out of 24 LSSs reported employing restorative approaches to address attendance infractions.*)

The least used alternative school discipline practices/approaches (i.e. used by less than 20 percent of respondents and/or no more than four out of 24 LSSs) for attendance infractions were community service, teen court, and expulsion (all consequence practices). No other practices/approaches fell below this 20 percent/four-out-of-24 affirmative response LSS threshold.

**Table 6.1. Number/Percentage of LSSs employing Communication Practices to address Attendance Infractions**

<i>Communication Practice</i>	<i>Response Percent</i>	<i>Response Number</i>
<i>Community conference</i>	37.5%	9
<i>Check-in/check out</i>	100.0%	24
<i>Parent outreach</i>	100.0%	24
<i>Progress sheet</i>	87.5%	21
<i>Behavior contract</i>	91.7%	22
<i>Teacher-parent conference</i>	95.8%	23
<i>Conflict resolution conference</i>	33.3%	8
<i>Administrator-parent conference</i>	95.8%	23
<i>Support staff-parent conference</i>	75.0%	18
<i>Administrator-teacher conference</i>	79.2%	19
<i>Mediation conference</i>	50.0%	12
<i>Home visit</i>	87.5%	21

**Table 6.2. Number/Percentage of LSSs employing Skill Development Practices to address Attendance Infractions**

<i>Skill Development Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Positive Behavior Intervention and Support (PBIS) framework</i>	91.7%	22
<i>Role play</i>	37.5%	9
<i>Reminder/redirection</i>	95.8%	23
<i>Peer mediation</i>	29.2%	7
<i>Social emotional learning program referral or academic skill development program referral</i>	75.0%	18
<i>School counselor or other school-based personnel group skill/lesson referral</i>	100.0%	24
<i>Academic remediation</i>	70.8%	17
<i>Practice of a classroom procedure</i>	70.8%	17
<i>Trauma-informed approaches</i>	83.3%	20

**Table 6.3. Number/Percentage of LSSs employing Restorative Approaches to address Attendance Infractions**

<i>Restorative Approach</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Circle conversation with student and victim</i>	77.2%	17
<i>Restitution</i>	31.8%	7
<i>Formal corrective circle with school-based stakeholders</i>	54.5%	12
<i>Formal corrective circle with parents, school-based officials, and community members</i>	31.8%	7
<i>Mediation</i>	63.6%	14

*Note: Twenty-two out of 24 LSSs responded to this question in the survey confirming that they employed restorative approaches to address attendance infractions.*

**Table 6.4. Number/Percentage of LSSs employing Referral Practices to address Attendance Infractions**

<i>Referral Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Mentoring</i>	100.0%	24
<i>School counselor</i>	95.8%	23
<i>Substance abuse counseling service</i>	75.0%	18
<i>School nurse or school health professional</i>	79.2%	19
<i>Mental health professional</i>	83.3%	20
<i>Community-based organization</i>	70.8%	17
<i>Functional Behavior Assessment, Behavior Intervention Plan</i>	75.0%	18
<i>IEP team</i>	91.7%	22
<i>Student support team or other Tier 1 support team</i>	100.0%	24
<i>School psychologist</i>	91.7%	22
<i>Outside counseling organization</i>	79.2%	19
<i>Rehabilitative</i>	41.7%	10
<i>Truancy diversion panel</i>	33.3%	8
<i>System level alternative placement</i>	50.0%	12
<i>Threat assessment</i>	54.2%	13

**Table 6.5. Number/Percentage of LSSs employing Consequence Practices to address Attendance Infractions**

<i>Consequence Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>After-school detention</i>	79.2%	19
<i>Lunch detention</i>	75.0%	18
<i>Written apology</i>	45.8%	11
<i>Verbal correction</i>	91.7%	22
<i>Loss of school day privilege</i>	87.5%	21
<i>Community service</i>	16.7%	4
<i>Loss of after-school privilege</i>	87.5%	21
<i>Removal from extra-curricular activity</i>	79.2%	19
<i>Truancy court</i>	50.0%	12
<i>Temporary removal from class</i>	45.8%	11
<i>Saturday school</i>	45.8%	11
<i>Teen court</i>	8.3%	2
<i>In-school intervention</i>	70.8%	17
<i>In-school suspension</i>	45.8%	11
<i>System level conduct officer hearing</i>	25.0%	6
<i>Potential short-term suspension</i>	29.2%	7
<i>Potential long-term suspension</i>	25.0%	6
<i>Potential expulsion</i>	12.5%	3

### ***Conduct Infractions***

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LSSs (i.e. by least 20 out of 24 LSSs) for conduct infractions:

- communication practices – check-in/check-out, parent outreach, progress sheet, behavior contract, teacher-parent conference, conflict resolution conference, administrator-parent conference, school support staff-parent conference, administrator-teacher conference, and mediation conference;
- skill development practices – PBIS framework, reminder/redirection, social emotional learning program referral or academic skill development program referral, school counselor or other school-based personnel group skill/lesson referral, practice of a classroom procedure, and trauma-informed approaches;
- referral practices – mentoring, school counselor, mental health professional, Functional Behavior Assessment/Behavior Intervention Plan, IEP team, student support team or other Tier 1 support team, and school psychologist; and
- consequence practices – after-school detention, lunch detention, written apology, verbal correction, loss of school day privilege, loss of after-school privilege, temporary removal from class, in-school intervention, and short-term suspension.

No restorative approaches met this 20-out-of-24 LSS affirmative response threshold.

The least used alternative school discipline practice/approach for conduct infractions was teen court (consequence practice), which only four LSSs reported employing. For all other practices/approaches, at least one quarter of LSSs (or six out of 24 LSSs) reported employing the particular practice/approach listed.

**Table 7.1. Number/Percentage of LSSs employing Communication Practices to address Conduct Infractions**

<b><i>Communication Practice</i></b>	<b><i>Responses Percent</i></b>	<b><i>Responses Number</i></b>
<b><i>Community conference</i></b>	54.2%	13
<b><i>Check-in/check-out</i></b>	83.3%	20
<b><i>Parent outreach</i></b>	95.8%	23
<b><i>Progress sheet</i></b>	87.5%	21
<b><i>Behavior contract</i></b>	95.8%	23
<b><i>Teacher-parent conference</i></b>	100.0%	24
<b><i>Conflict resolution conference</i></b>	83.3%	20
<b><i>Administrator-parent conference</i></b>	100.0%	24
<b><i>School support staff-parent conference</i></b>	87.5%	21
<b><i>Administrator-teacher conference</i></b>	91.7%	22
<b><i>Mediation conference</i></b>	87.5%	21
<b><i>Home visit</i></b>	54.2%	13

**Table 7.2. Number/Percentage of LSSs employing Skill Development Practices to address Conduct Infractions**

<i>Skill Development Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Positive Behavior Intervention and Support (PBIS) framework</i>	100.0%	24
<i>Role play</i>	54.2%	13
<i>Reminder/redirection</i>	100.0%	24
<i>Peer mediation</i>	58.3%	14
<i>Social emotional learning program referral or academic skill development program referral</i>	87.5%	21
<i>School counselor or other school-based personnel group skill/lesson referral</i>	95.8%	23
<i>Academic remediation</i>	66.6%	16
<i>Practice of a classroom procedure</i>	83.3%	20
<i>Trauma-informed approaches</i>	83.3%	20

**Table 7.3. Number/Percentage of LSSs employing Restorative Approaches to address Conduct Infractions**

<i>Restorative Approach</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Circle conversation with student and victim</i>	79.2%	19
<i>Restitution</i>	62.5%	15
<i>Formal corrective circle with school-based stakeholders</i>	70.8%	17
<i>Formal corrective circle with parents, school-based officials, and community members</i>	41.7%	10
<i>Mediation</i>	66.6%	16

**Table 7.4. Number/Percentage of LSSs employing Referral Practices to address Conduct Infractions**

<i>Referral Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Mentoring</i>	95.8%	23
<i>School counselor</i>	95.8%	23
<i>Substance abuse counseling service</i>	70.8%	17
<i>School nurse or School health professional</i>	66.6%	16
<i>Mental health professional</i>	83.3%	20
<i>Community-based organization</i>	75.0%	18
<i>Functional Behavior Assessment, Behavior Intervention Plan</i>	100.0%	24
<i>IEP team</i>	95.8%	23
<i>Student support team or other Tier 1 support team</i>	100.0%	24
<i>School psychologist</i>	87.5%	21
<i>Outside counseling organization</i>	75.0%	18
<i>Rehabilitative</i>	33.3%	8
<i>System level alternative placement</i>	70.8%	17
<i>Threat assessment</i>	54.2%	13

**Table 7.5. Number/Percentage of LSSs employing Consequence Practices to address Conduct Infractions**

<i>Consequence Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>After-school detention</i>	83.3%	20
<i>Lunch detention</i>	83.3%	20
<i>Written apology</i>	91.7%	22
<i>Verbal correction</i>	100.0%	24
<i>Loss of school day privilege</i>	100.0%	24
<i>Community service</i>	41.7%	10
<i>Loss of after-school privilege</i>	91.7%	22
<i>Removal from extra-curricular activity</i>	83.3%	20
<i>Temporary removal from class</i>	95.8%	23
<i>Saturday school</i>	58.3%	14
<i>Teen court</i>	16.7%	4
<i>In-school intervention</i>	91.7%	22
<i>In-school suspension</i>	62.5%	15
<i>System level conduct officer hearing</i>	58.3%	14
<i>Potential short-term suspension</i>	83.3%	20
<i>Potential long-term suspension</i>	62.5%	15
<i>Potential expulsion</i>	25.0%	6
<i>Potential law enforcement notification</i>	58.3%	14

***Drug and Alcohol Infractions***

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LSSs (i.e. by more than 80 percent of respondents and/or at least 20 out of 24 LSSs) for drug and alcohol infractions:

- communication practices – parent outreach, teacher-parent conference, and administrator-parent conference;
- skill development practices – school counselor or other school-based personnel group skill/lesson referral and trauma-informed approaches;
- referral practices – school counselor, substance abuse counseling service, school nurse or school health professional, mental health professional, and student support team or other Tier 1 support team; and
- consequence practices – removal from extra-curricular activity, potential short-term suspension, and potential long-term suspension.

No restorative approaches met this 80 percent affirmative response threshold. (*Note: Eighteen out of 24 LSSs reported employing restorative approaches to address drug and alcohol infractions.*)

The least used alternative school discipline practices/approaches (i.e. used by less than 20 percent of respondents and/or no more than four out of 24 LSSs) for drug and alcohol infractions were:

- communication practices – community conference, conflict resolution circle, and mediation conference;
- skill development practices – role play, peer mediation, and practice of a classroom procedure; and
- consequence practices – lunch detention, written apology, and teen court.

No restorative approaches or referral practices fell below this 20 percent/four-out-of-24 LSS affirmative response threshold.

**Table 8.1. Number/Percentage of LSSs employing Communication Practices to address Drug and Alcohol Infractions**

<i>Communication Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Community conference</i>	16.7%	4
<i>Check-in/check-out</i>	54.2%	13
<i>Parent outreach</i>	95.8%	23
<i>Progress sheet</i>	25.0%	6
<i>Behavior contract</i>	66.6%	16
<i>Teacher-parent conference</i>	83.3%	20
<i>Conflict resolution conference</i>	12.5%	3
<i>Administrator-parent conference</i>	100.0%	24
<i>School support staff-parent conference</i>	79.2%	19
<i>Administrator-teacher conference</i>	66.6%	16
<i>Mediation conference</i>	8.3%	2
<i>Home visit</i>	45.8%	11

**Table 8.2. Number/Percentage of LSSs employing Skill Development Practices to address Drug and Alcohol Infractions**

<i>Skill Development Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Positive Behavior Intervention and Support (PBIS) framework</i>	70.8%	17
<i>Role play</i>	16.7%	4
<i>Reminder/redirection</i>	54.2%	13
<i>Peer mediation</i>	12.5%	3
<i>Social emotional learning program referral or academic skill development program referral</i>	70.8%	17
<i>School counselor or other school-based personnel group skill/lesson referral</i>	95.8%	23
<i>Academic remediation</i>	41.7%	10
<i>Practice of a classroom procedure</i>	12.5%	3
<i>Trauma-informed approaches</i>	91.7%	22

**Table 8.3. Number/Percentage of LSSs employing Restorative Approaches to address Drug and Alcohol Infractions**

<i>Restorative Approach</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Circle conversation with student and victim</i>	61.1%	11
<i>Restitution</i>	33.3%	6
<i>Formal corrective circle with school-based stakeholders</i>	66.6%	12
<i>Formal corrective circle with parents, school-based officials, and community members</i>	50.0%	9
<i>Mediation</i>	50.0%	9

*Note: Eighteen out of 24 LSSs responded to this question in the survey confirming that they employed restorative approaches to address drug and alcohol infractions.*

**Table 8.4. Number/Percentage of LSSs employing Referral Practices to address Drug and Alcohol Infractions**

<i>Referral Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Mentoring</i>	70.8%	17
<i>School counselor</i>	100.0%	24
<i>Substance abuse counseling service</i>	95.8%	23
<i>School nurse or school health professional</i>	91.7%	22
<i>Mental health professional</i>	87.5%	21
<i>Community-based organization</i>	79.2%	19
<i>Functional Behavior Assessment, Behavior Intervention Plan</i>	54.2%	13
<i>IEP team</i>	50.0%	12
<i>Student support team or other Tier 1 support team</i>	87.5%	21
<i>School psychologist</i>	75.0%	18
<i>Outside counseling organization</i>	79.2%	19
<i>Rehabilitative</i>	58.3%	14
<i>System level alternative placement</i>	66.6%	16
<i>Threat assessment</i>	41.7%	10

**Table 8.5. Number/Percentage of LSSs employing Consequence Practices to address Drug and Alcohol Infractions**

<i>Consequence Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>After-school detention</i>	33.3%	8
<i>Lunch detention</i>	16.7%	4
<i>Written apology</i>	16.7%	4
<i>Verbal correction</i>	29.2%	7
<i>Loss of school day privilege</i>	66.6%	16
<i>Community service</i>	20.8%	5
<i>Loss of after-school privilege</i>	75.0%	18
<i>Removal from extra-curricular activity</i>	87.5%	21
<i>Temporary removal from class</i>	58.3%	14
<i>Saturday school</i>	33.3%	8
<i>Teen court</i>	12.5%	3
<i>In-school intervention</i>	62.5%	15
<i>In-school suspension</i>	58.3%	14
<i>Superintendent school transfer</i>	33.3%	8
<i>System level conduct officer hearing</i>	75.0%	18
<i>Potential short-term suspension</i>	100.0%	24
<i>Potential long-term suspension</i>	91.7%	22
<i>Potential expulsion</i>	62.5%	15
<i>Potential law enforcement notification</i>	79.2%	19

### ***Sexual Misconduct Infractions***

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LSSs (i.e. by more than 80 percent of respondents and/or at least 20 out of 24 LSSs) for sexual misconduct infractions:

- communication practices – parent outreach and administrator-parent conference;
- skill development practices – school counselor or other school-based personnel group skill/lesson referral and trauma-informed approaches;
- referral practices – school counselor, mental health professional, student support team or other Tier 1 support team, school psychologist, and system level alternative placement; and
- consequence practices – loss of school day privilege, loss of after-school privilege, removal from extra-curricular activity, potential short-term suspension, potential long-term suspension, and potential law enforcement notification.

No restorative approaches met this 80 percent affirmative response threshold. (*Note: Eighteen out of 24 LSSs reported employing restorative approaches to address sexual misconduct infractions.*)

The least used alternative school discipline practices/approaches (i.e. used by less than 20 percent of respondents and/or no more than four out of 24 LSSs) for sexual misconduct infractions were:

- skill development practices – academic remediation and practice of a classroom procedure;
- restorative approaches – restitution; and
- consequence practices – teen court.

No communication practices or referral practices fell below this 20 percent/four-out-of-24 LSS affirmative response threshold.

**Table 9.1. Number/Percentage of LSSs employing Communication Practices to address Sexual Misconduct Infractions**

<i>Communication Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Community conference</i>	33.3%	8
<i>Check-in/check-out</i>	41.7%	10
<i>Parent outreach</i>	87.5%	21
<i>Progress sheet</i>	33.3%	8
<i>Behavior contract</i>	62.5%	15
<i>Teacher-parent conference</i>	79.2%	19
<i>Conflict resolution conference</i>	50.0%	12
<i>Administrator-parent conference</i>	100.0%	24
<i>School support staff-parent conference</i>	62.5%	15
<i>Administrator-teacher conference</i>	79.2%	19
<i>Mediation conference</i>	37.5%	9
<i>Home visit</i>	37.5%	9

**Table 9.2. Number/Percentage of LSSs employing Skill Development Practices to address Sexual Misconduct Infractions**

<i>Skill Development Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Positive Behavior Intervention and Support (PBIS) framework</i>	62.5%	15
<i>Role play</i>	33.3%	8
<i>Reminder/redirection</i>	66.6%	16
<i>Peer mediation</i>	20.8%	5
<i>Social emotional learning program referral or academic skill development program referral</i>	66.6%	16
<i>School counselor or other school-based personnel group skill/lesson referral</i>	95.8%	23
<i>Academic remediation</i>	12.5%	3
<i>Practice of a classroom procedure</i>	16.7%	4
<i>Trauma-informed approaches</i>	91.7%	22

**Table 9.3. Number/Percentage of LSSs employing Restorative Approaches to address Sexual Misconduct Infractions**

<i>Restorative Approach</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Circle conversation with student and victim</i>	50.0%	9
<i>Restitution</i>	22.2%	4
<i>Formal corrective circle with school-based stakeholders</i>	72.2%	13
<i>Formal corrective circle with parents, school-based officials, and community members</i>	44.4%	8
<i>Mediation</i>	38.9%	7

*Note: Eighteen out of 24 LSSs responded to this question in the survey confirming that they employed restorative approaches to address sexual misconduct infractions.*

**Table 9.4. Number/Percentage of LSSs employing Referral Practices to address Sexual Misconduct Infractions**

<i>Referral Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Mentoring</i>	58.3%	14
<i>School counselor</i>	95.8%	23
<i>Substance abuse counseling service</i>	25.0%	6
<i>School nurse or school health professional</i>	54.2%	13
<i>Mental health professional</i>	100.0%	24
<i>Community-based organization</i>	58.3%	14
<i>Functional Behavior Assessment, Behavior Intervention Plan</i>	66.6%	16
<i>IEP team</i>	58.3%	14
<i>Student support team or other Tier 1 support team</i>	91.7%	22
<i>School psychologist</i>	91.7%	22
<i>Outside counseling organization</i>	75.0%	18
<i>Rehabilitative</i>	33.3%	8
<i>System level alternative placement</i>	83.3%	20
<i>Threat assessment</i>	70.8%	17

**Table 9.5. Number/Percentage of LSSs employing Consequence Practices to address Sexual Misconduct Infractions**

<b>Consequence Practice</b>	<b>Responses Percent</b>	<b>Responses Number</b>
<i>After-school detention</i>	37.5%	9
<i>Lunch detention</i>	29.2%	7
<i>Written apology</i>	58.3%	14
<i>Verbal correction</i>	54.2%	13
<i>Loss of school day privilege</i>	91.7%	22
<i>Community service</i>	29.2%	7
<i>Loss of after-school privilege</i>	91.7%	22
<i>Removal from extra-curricular activity</i>	95.8%	23
<i>Temporary removal from class</i>	70.8%	17
<i>Saturday school</i>	29.2%	7
<i>Teen court</i>	8.3%	2
<i>In-school intervention</i>	66.6%	16
<i>In-school suspension</i>	54.2%	13
<i>System level conduct officer hearing</i>	70.8%	17
<i>Superintendent school transfer</i>	58.3%	14
<i>Potential short-term suspension</i>	95.8%	23
<i>Potential long-term suspension</i>	95.8%	23
<i>Potential expulsion</i>	66.6%	16
<i>Potential law enforcement notification</i>	91.7%	22

### **Violent Infractions**

Survey responses indicate that the following alternative school discipline practices/approaches were used by a substantial proportion of LSSs (i.e. by more than 80 percent of respondents and/or at least 20 out of 24 LSSs) for violent infractions:

- communication practices – parent outreach, behavior contract, teacher-parent conference, administrator-parent conference, and administrator-teacher conference;
- skill development practices – PBIS framework, school counselor or other school-based personnel group skill/lesson referral, and trauma-informed approaches;
- referral practices – school counselor, mental health professional, Functional Behavior Assessment/Behavior Intervention Plan, IEP Team, student support team or other Tier 1 support team, school psychologist, and threat assessment; and
- consequence practices – loss of school day privilege, loss of after-school privilege, removal from extra-curricular activity, temporary removal from class, system level conduct officer hearing, potential short-term suspension, potential long-term suspension, potential expulsion, and potential law enforcement notification. (Note: Twenty-three out of 24 LSSs reported employing consequence practices to address violent infractions.)

No restorative approaches met this 80 percent affirmative response threshold. (Note: Twenty-two out of 24 LSSs reported employing restorative approaches to address violent infractions.)

The least used alternative school discipline practices/approaches (i.e. used by less than 20 percent of respondents and/or no more than four out of 24 LSSs) for violent infractions were role play (skill

development practice) and teen court (consequence practice). No other practices/approaches fell below this 20 percent/four-out-of-24 LSS affirmative response threshold.

**Table 10.1. Number/Percentage of LSSs employing Communication Practices to address Violent Infractions**

<i>Communication Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Community conference</i>	66.6%	16
<i>Check-in/check-out</i>	62.5%	15
<i>Parent outreach</i>	95.8%	23
<i>Progress sheet</i>	45.8%	11
<i>Behavior contract</i>	83.3%	20
<i>Teacher-parent conference</i>	83.3%	20
<i>Conflict resolution conference</i>	66.6%	16
<i>Administrator-parent conference</i>	100.0%	24
<i>School support staff-parent conference</i>	79.2%	19
<i>Administrator-teacher conference</i>	91.7%	22
<i>Mediation conference</i>	58.3%	14
<i>Home visit</i>	58.3%	14

**Table 10.2. Number/Percentage of LSSs employing Skill Development Practices to address Violent Infractions**

<i>Skill Development Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Positive Behavior Intervention and Support (PBIS) framework</i>	83.3%	20
<i>Role play</i>	16.7%	4
<i>Reminder/redirection</i>	70.8%	17
<i>Peer mediation</i>	37.5%	9
<i>Social emotional learning program referral or academic skill development program referral</i>	75.0%	18
<i>School Counselor or other school-based personnel group skill/lesson referral</i>	95.8%	23
<i>Academic remediation</i>	25.0%	6
<i>Practice of a classroom procedure</i>	37.5%	9
<i>Trauma-informed approaches</i>	95.8%	23

**Table 10.3. Number/Percentage of LSSs employing Restorative Approaches to address Violent Infractions**

<i>Restorative Approach</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Circle conversation with student and victim</i>	63.6%	14
<i>Restitution</i>	40.9%	9
<i>Formal corrective circle with school-based stakeholders</i>	77.3%	17
<i>Formal corrective circle with parents, school-based officials, and community members</i>	63.6%	14
<i>Mediation</i>	59.1%	13

Note: Twenty-two out of 24 LSSs responded to this question in the survey confirming that they employed restorative approaches to address violent infractions.

**Table 10.4. Number/Percentage of LSSs employing Referral Practices to address Violent Infractions**

<i>Referral Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>Mentoring</i>	75.0%	18
<i>School counselor</i>	91.7%	22
<i>Substance abuse counseling service</i>	45.8%	11
<i>School nurse or school health professional</i>	58.3%	14
<i>Mental health professional</i>	87.5%	21
<i>Community-based organization</i>	75.0%	18
<i>Functional Behavior Assessment, Behavior Intervention Plan</i>	87.5%	21
<i>IEP team</i>	87.5%	21
<i>Student support team or other Tier 1 support team</i>	87.5%	21
<i>School psychologist</i>	91.7%	22
<i>Outside counseling organization</i>	75.0%	18
<i>Rehabilitative</i>	41.7%	10
<i>System level alternative placement</i>	79.2%	19
<i>Threat assessment</i>	95.8%	23

**Table 10.5. Number/Percentage of LSSs employing Consequence Practices to address Violent Infractions**

<i>Consequence Practice</i>	<i>Responses Percent</i>	<i>Responses Number</i>
<i>After-school detention</i>	60.8%	14
<i>Lunch detention</i>	39.1%	9
<i>Written apology</i>	56.5%	13
<i>Verbal correction</i>	56.5%	13
<i>Loss of school day privilege</i>	82.6%	19
<i>Community service</i>	30.4%	7
<i>Loss of after-school privilege</i>	82.6%	19
<i>Removal from extra-curricular activity</i>	87.0%	20
<i>Temporary removal from class</i>	87.0%	20
<i>Saturday school</i>	39.1%	9
<i>Teen court</i>	17.4%	4
<i>In-school intervention</i>	73.9%	17
<i>In-school suspension</i>	56.5%	13
<i>System level conduct officer hearing</i>	82.6%	19
<i>Superintendent school transfer</i>	60.8%	14
<i>Potential short-term suspension</i>	95.66%	22
<i>Potential long-term suspension</i>	100.0%	23
<i>Potential expulsion</i>	95.66%	22
<i>Potential law enforcement notification</i>	95.66%	22

Note: Twenty-three out of 24 LSSs responded to this question in the survey confirming that they employed consequence practices to address violence infractions.

## Considerations

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

- The survey responses are dependent upon the LSS Director of Student Services who completed the survey having an in-depth knowledge about which specific alternative school discipline practices/approaches are employed across their school system and with what frequency.
- Results of the survey indicate that LSSs employed many different alternative discipline practices/approaches, with no single dominant practice/approach operating statewide.
- The survey data (Tables 6-10) indicate that the following alternative school discipline practices/approaches were employed by a substantial proportion of LSSs (i.e. by more than 80 percent/at least 20 out of 24 LSSs) in response to all five infraction categories (attendance, conduct, drugs and alcohol, sexual misconduct, and violence): parent outreach and administrator-parent conferences (communication practices); school counselor or other school-based personnel group skill/lesson referrals, mental health professional referrals, and trauma-informed approaches (skill development practices); and school counselor referrals and student support team or other Tier 1 support team referrals (referral practices).
- All 24 LSSs in Maryland reported employing restorative approaches to some degree. However, based on the survey data, restorative approaches were used to a lesser extent when compared to other alternative school discipline practices, particularly in relation to drug and alcohol (Table 8.3) and sexual misconduct (Table 9.3) infractions.
- This year's report indicated that more LSSs employed trauma-informed care (skill development practice) when compared to the previous year's report. This year 12 LSSs reported using this practice more than half of the time or always (see Table 2), compared to seven LSSs in the 2018-2019 school year.
- Table 3 indicates increased use of restorative conferences (the act of repairing harm). Nineteen LSSs reported using this approach about half of the time or more during the 2019-2020 school year, an increase of seven compared to the number of LSSs (12) who reported using this approach in last year's report.
- MSDE Specialists will continue to provide technical assistance to LSSs to help develop their capacity to increase the implementation of PBIS, restorative approaches, social-emotional skill programs, trauma-informed approaches, family engagement, anti-bully initiatives, behavior threat assessments, and discipline root cause analysis.

# **Appendix A:**

## **Maryland State Department of Education Alternative School Discipline Practices Data Collection 2019-2020 Survey**

## Rationale

Section 7-306 of the Education Article of the Annotated Code of Maryland 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).

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 of the practices being used by PreK-12 school administrators in your school system. The MSDE is not looking for exact metrics. Results will be collated and made available by State. An opportunity will be given to share alternative discipline approaches not previously listed in the [2017 Resource Guide of Maryland School Discipline Practices](#). Please share any innovative alternative discipline practices within this survey, where the space is provided, for the MSDE to include in future revisions of the guide.

The deadline for submission is Friday, August 14, 2020.

### Definition:

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

### For More Information:

Please feel free to contact Kim Buckheit at [kimberly.buckheit@maryland.gov](mailto:kimberly.buckheit@maryland.gov) or 410-767-4420 with any questions.

1. School System

## Alternative Discipline Practices Part 1

### Alternative Discipline Approaches

The following survey items will allow the MSDE to generate a list of alternative discipline practices commonly used by school administrators across the State and within local school systems. 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, referral practices, restorative approaches, and consequences. Alternative practices related to Tier 2 and Tier 3 Positive Behavior Intervention and Supports (PBIS) are identified within each category.

## Communication Practices

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

	Never	Less than half of the time	About half of the time	More than half of the time	Always
Parent - teacher 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"/>
"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"/>
Mediation conference	<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 support 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"/>

### Skill Development Practices

3. Indicate to what degree each of the following skill development practices are used by administrators in your school system 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) as a 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"/>
Role play	<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"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a targeted skill session with a student service professional	<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"/>

## Restorative Approaches

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

	Never	Less than half of the time	About half of the time	More than half of the time	Always
Conflict resolution 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"/>
Rehabilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Referral Practices

5. Indicate to what degree each of the following referral practices are used by administrators in your school system 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 a School Counselor and/or School Psychologist	<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 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-Based Social Worker, Pupil Personnel Worker, Behavior Interventionist, or 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 Professional	<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 to complete a Functional Behavior Assessment, Behavior Intervention Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referral to a community-based agency	<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 for rehabilitative services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Less than half of the time	About half of the time	More than half of the time	Always
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"/>

## Consequence Practices

6. Indicate to what degree each of the following consequence practices are used by administrators in your school system 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"/>
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"/>
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"/>

## 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 school system for that category of infractions.

## Attendance Infractions

**Attendance infractions include: class cutting, tardiness, and truancy**

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

### 7. Communication practices

- |  |  |
|--|--|
| <input type="checkbox"/> Community conference      | <input type="checkbox"/> Conflict resolution conference                        |
| <input type="checkbox"/> Check in/Check out        | <input type="checkbox"/> Administrator:parent and/or student conference        |
| <input type="checkbox"/> Parent outreach           | <input type="checkbox"/> School support staff:parent and/or student conference |
| <input type="checkbox"/> Progress sheet            | <input type="checkbox"/> Administrator:teacher conference                      |
| <input type="checkbox"/> Behavior contract         | <input type="checkbox"/> Mediation conference                                  |
| <input type="checkbox"/> Parent:teacher conference | <input type="checkbox"/> Home visit  |

Other (please specify)

### 8. Skill development practices

- |  |   |
|--|---|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework                                | <input type="checkbox"/> School Counselor or other school-based personnel group skill/lesson referral |
| <input type="checkbox"/> Role Play   | <input type="checkbox"/> Academic remediation   |
| <input type="checkbox"/> Reminder/redirection  | <input type="checkbox"/> Practice of a classroom procedure  |
| <input type="checkbox"/> Peer mediation  | <input type="checkbox"/> Trauma-informed approaches   |
| <input type="checkbox"/> Social emotional learning program referral or academic skill development program referral |   |
| <input type="checkbox"/> Other (please specify)  |   |

**9. Restorative approaches**

- Circle conversation with student and victim
- Restitution
- Formal restorative circle with school-based stakeholders
- Other (please specify)
- Formal restorative circle with parents, school-based officials, and community members
- Mediation

**10. Referral practices**

- Mentoring
- School Counselor
- Substance abuse counseling service
- School Nurse or School Health Professional
- Mental Health Professional
- Community based organization
- Functional Behavior Assessment, Behavior Intervention Plan
- IEP team
- Other (please specify)
- Student Support Team or other Tier 1 Support Team
- School Psychologist
- Outside counseling organization
- Rehabilitative
- Truancy diversion panel
- System level alternative placement
- Threat assessment

### 11. Consequence practices

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

## 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 school system for conduct infractions. Check all that apply.**

### 12. Communication practices

- |   |  |
|---|--|
| <input type="checkbox"/> Community conferencing                   | <input type="checkbox"/> Conflict resolution conference                        |
| <input type="checkbox"/> Check in/Check out                       | <input type="checkbox"/> Administrator:parent and/or student conference        |
| <input type="checkbox"/> Parent outreach                          | <input type="checkbox"/> School support staff:parent and/or student conference |
| <input type="checkbox"/> Progress sheet                           | <input type="checkbox"/> Administrator:teacher conference                      |
| <input type="checkbox"/> Behavior contract                        | <input type="checkbox"/> Mediation conference                                  |
| <input type="checkbox"/> Teacher:parent and/or student conference | <input type="checkbox"/> Home visit  |

Other (please specify)

### 13. Skill development practices

- |  |   |
|--|---|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework                                | <input type="checkbox"/> School Counselor or other school-based personnel group skill/lesson referral |
| <input type="checkbox"/> Role Play   | <input type="checkbox"/> Academic remediation   |
| <input type="checkbox"/> Reminder/redirection  | <input type="checkbox"/> Practice of a classroom procedure  |
| <input type="checkbox"/> Peer mediation  | <input type="checkbox"/> Trauma-informed approaches   |
| <input type="checkbox"/> Social emotional learning program referral or academic skill development program referral |   |

Other (please specify)

#### 14. Restorative approaches

- |   |  |
|---|--|
| <input type="checkbox"/> Circle conversation with student and victim              | <input type="checkbox"/> Formal restorative circle with parents, school-based officials, and community members |
| <input type="checkbox"/> Restitution  | <input type="checkbox"/> Mediation   |
| <input type="checkbox"/> Formal restorative circle with school-based stakeholders |  |

Other (please specify)

#### 15. Referral practices

- |   |  |
|---|--|
| <input type="checkbox"/> Mentoring  | <input type="checkbox"/> IEP Team  |
| <input type="checkbox"/> School Counselor   | <input type="checkbox"/> Student Support Team or other Tier 1 Support Team |
| <input type="checkbox"/> Substance abuse counseling service                         | <input type="checkbox"/> School Psychologist                               |
| <input type="checkbox"/> School Nurse or School Health Professional                 | <input type="checkbox"/> Outside counseling organization                   |
| <input type="checkbox"/> Mental Health Professional                                 | <input type="checkbox"/> Rehabilitative                                    |
| <input type="checkbox"/> Community-based organization                               | <input type="checkbox"/> System level alternative placement                |
| <input type="checkbox"/> Functional Behavior Assessment, Behavior Intervention Plan | <input type="checkbox"/> Threat assessment                                 |

Other (please specify)

#### 16. Consequence practices

- |   |   |
|---|---|
| <input type="checkbox"/> After school detention                 | <input type="checkbox"/> In-school intervention                                     |
| <input type="checkbox"/> Lunch detention                        | <input type="checkbox"/> In-school suspension                                       |
| <input type="checkbox"/> Written apology                        | <input type="checkbox"/> Saturday school  |
| <input type="checkbox"/> Verbal correction                      | <input type="checkbox"/> Teen court   |
| <input type="checkbox"/> Loss of school-day privilege           | <input type="checkbox"/> System level conduct officer hearing                       |
| <input type="checkbox"/> Community service                      | <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 an extended suspension       |
| <input type="checkbox"/> Removal from extra-curricular activity | <input type="checkbox"/> These infractions may lead to an expulsion                 |
| <input type="checkbox"/> Temporary removal from class           | <input type="checkbox"/> These infractions may lead to law enforcement notification |

Other (please specify)



## 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 school system for drugs and alcohol infractions. Check all that apply.**

### 17. Communication practices

- |   |  |
|---|--|
| <input type="checkbox"/> Community conference                     | <input type="checkbox"/> Conflict resolution conference                        |
| <input type="checkbox"/> Check in/Check out                       | <input type="checkbox"/> Administrator:Parent and/or student conference        |
| <input type="checkbox"/> Parent outreach                          | <input type="checkbox"/> School support staff:parent and/or student conference |
| <input type="checkbox"/> Progress sheet                           | <input type="checkbox"/> Administrator:teacher conference                      |
| <input type="checkbox"/> Behavior contract                        | <input type="checkbox"/> Mediation conference                                  |
| <input type="checkbox"/> Teacher:parent and/or student conference | <input type="checkbox"/> Home visit  |

Other (please specify)

### 18. Skill development practices

- |  |   |
|--|---|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework                                | <input type="checkbox"/> School Counselor or other school-based personnel group skill/lesson referral |
| <input type="checkbox"/> Role play   | <input type="checkbox"/> Academic remediation   |
| <input type="checkbox"/> Reminder/redirection  | <input type="checkbox"/> Practice of a classroom procedure  |
| <input type="checkbox"/> Peer mediation  | <input type="checkbox"/> Trauma-informed approaches   |
| <input type="checkbox"/> Social emotional learning program referral or academic skill development program referral |   |

Other (please specify)

**19. Restorative approaches**

- Circle conversation with student and victim
- Restitution
- Formal restorative circle with school-based stakeholders
- Formal restorative circle with parents, school-based officials, and community members
- Mediation

Other (please specify)

**20. Referral practices**

- Mentoring
- School Counselor
- Substance abuse counseling service
- School Nurse or School Health Professional
- Mental Health Professional
- Community-based organization
- Functional Behavior Assessment, Behavior Intervention Plan
- IEP Team
- Student Support Team or other Tier 1 Support Team
- School Psychologist
- Outside counseling organization
- Rehabilitative
- System level alternative placement
- Threat assessment

Other (please specify)

## 21. Consequence practices

- |   |   |
|---|---|
| <input type="checkbox"/> After school detention                 | <input type="checkbox"/> In-school suspension                                       |
| <input type="checkbox"/> Lunch detention                        | <input type="checkbox"/> Saturday school  |
| <input type="checkbox"/> Written apology                        | <input type="checkbox"/> Teen court   |
| <input type="checkbox"/> Verbal correction                      | <input type="checkbox"/> Superintendent school transfer                             |
| <input type="checkbox"/> Loss of school-day privilege           | <input type="checkbox"/> System level conduct officer hearing                       |
| <input type="checkbox"/> Community service                      | <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 an extended suspension       |
| <input type="checkbox"/> Removal from extra-curricular activity | <input type="checkbox"/> These infractions may lead to an expulsion                 |
| <input type="checkbox"/> Temporary removal from class           | <input type="checkbox"/> These infractions may lead to law enforcement notification |
| <input type="checkbox"/> In-school intervention                 |   |

Other (please specify)

## Sex Infractions

**Sex infractions would include: sexual harassment, attacks or activity**

**Please indicate what alternative school discipline practices are used in your school system for sex infractions. Check all that apply.**

### 22. Communication practices

- |   |  |
|---|--|
| <input type="checkbox"/> Community conference                     | <input type="checkbox"/> Conflict resolution conference                        |
| <input type="checkbox"/> Check in/Check out                       | <input type="checkbox"/> Administrator:parent and/or student conference        |
| <input type="checkbox"/> Parent outreach                          | <input type="checkbox"/> School support staff:parent and/or student conference |
| <input type="checkbox"/> Progress sheet                           | <input type="checkbox"/> Administrator:teacher conference                      |
| <input type="checkbox"/> Behavior contract                        | <input type="checkbox"/> Mediation conference                                  |
| <input type="checkbox"/> Teacher:parent and/or student conference | <input type="checkbox"/> Home visit  |

Other (please specify)

### 23. Skill development practices

- |  |   |
|--|---|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework                                | <input type="checkbox"/> School Counselor or other school-based personnel group skill/lesson referral |
| <input type="checkbox"/> Role play   | <input type="checkbox"/> Academic remediation   |
| <input type="checkbox"/> Reminder/redirection  | <input type="checkbox"/> Practice of a classroom procedure  |
| <input type="checkbox"/> Peer mediation  | <input type="checkbox"/> Trauma-informed approaches   |
| <input type="checkbox"/> Social emotional learning program referral or academic skill development program referral |   |

Other (please specify)

**24. Restorative approaches**

- Circle conversation with student and victim
- Restitution
- Formal restorative circle with school-based stakeholders
- Formal restorative circle with parents, school-based officials, and community members
- Mediation

Other (please specify)

**25. Referral practices**

- Mentoring
- School Counselor
- Substance abuse counseling service
- School Nurse or School Health Professional
- Mental Health Professional
- Community-based organization
- Functional Behavior Assessment, Behavior Intervention Plan
- IEP Team
- Student Support Team or other Tier 1 Support Team
- School Psychologist
- Outside counseling organization
- Rehabilitative
- System level alternative placement
- Threat assessment

Other (please specify)

**26. Consequence practices**

- |   |  |
|---|--|
| <input type="checkbox"/> After school detention                 | <input type="checkbox"/> In-school suspension                                      |
| <input type="checkbox"/> Lunch detention                        | <input type="checkbox"/> Saturday school   |
| <input type="checkbox"/> Written apology                        | <input type="checkbox"/> Teen Court  |
| <input type="checkbox"/> Verbal correction                      | <input type="checkbox"/> System level conduct officer hearing                      |
| <input type="checkbox"/> Loss of school-day privilege           | <input type="checkbox"/> Superintendent school transfer                            |
| <input type="checkbox"/> Community service                      | <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 an extended suspension      |
| <input type="checkbox"/> Removal from extra-curricular activity | <input type="checkbox"/> These infractions may lead to an expulsion                |
| <input type="checkbox"/> Temporary removal from class           | <input type="checkbox"/> These infraction may lead to law enforcement notification |
| <input type="checkbox"/> In-school intervention                 |  |

Other (please specify)

## 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 school system for violent infractions. Check all that apply.**

### 27. Communication practices

- |   |  |
|---|--|
| <input type="checkbox"/> Community conference                     | <input type="checkbox"/> Conflict resolution conference                        |
| <input type="checkbox"/> Check in/ Check out                      | <input type="checkbox"/> Administrator:parent and/or student conference        |
| <input type="checkbox"/> Parent outreach                          | <input type="checkbox"/> School support staff:parent and/or student conference |
| <input type="checkbox"/> Progress sheet                           | <input type="checkbox"/> Administrator:teacher conference                      |
| <input type="checkbox"/> Behavior contract                        | <input type="checkbox"/> Mediation conference                                  |
| <input type="checkbox"/> Teacher:parent and/or student conference | <input type="checkbox"/> Home visit  |

Other (please specify)

### 28. Skill development practices

- |  |  |
|--|--|
| <input type="checkbox"/> Positive Behavior Intervention & Supports (PBIS) framework                                | <input type="checkbox"/> School Counselor or other school-based personnel group skill/ lesson referral |
| <input type="checkbox"/> Role play   | <input type="checkbox"/> Academic remediation  |
| <input type="checkbox"/> Reminder/redirection  | <input type="checkbox"/> Practice of a classroom procedure   |
| <input type="checkbox"/> Peer mediation  | <input type="checkbox"/> Trauma-informed approaches  |
| <input type="checkbox"/> Social emotional learning program referral or academic skill development program referral |  |

Other (please specify)

**29. Restorative approaches**

- |   |  |
|---|--|
| <input type="checkbox"/> Circle conversation with student and victim              | <input type="checkbox"/> Formal restorative circle with parents, school-based officials, and community members |
| <input type="checkbox"/> Restitution  | <input type="checkbox"/> Mediation   |
| <input type="checkbox"/> Formal restorative circle with school-based stakeholders |  |

Other (please specify)

**30. Referral practices**

- |   |  |
|---|--|
| <input type="checkbox"/> Mentoring  | <input type="checkbox"/> IEP Team  |
| <input type="checkbox"/> School Counselor   | <input type="checkbox"/> Student Support Team or other Tier 1 Support Team |
| <input type="checkbox"/> Substance abuse counseling service                         | <input type="checkbox"/> School Psychologist                               |
| <input type="checkbox"/> School Nurse or School Health Professional                 | <input type="checkbox"/> Outside counseling organization                   |
| <input type="checkbox"/> Mental Health Professional                                 | <input type="checkbox"/> Rehabilitative                                    |
| <input type="checkbox"/> Community based organization                               | <input type="checkbox"/> System level alternative placement                |
| <input type="checkbox"/> Functional Behavior Assessment, Behavior Intervention Plan | <input type="checkbox"/> Threat assessment                                 |

Other (please specify)

**31. Consequence practices**

- |   |   |
|---|---|
| <input type="checkbox"/> After school detention                 | <input type="checkbox"/> In-school suspension                                       |
| <input type="checkbox"/> Lunch detention                        | <input type="checkbox"/> Saturday school  |
| <input type="checkbox"/> Written apology                        | <input type="checkbox"/> Teen court   |
| <input type="checkbox"/> Verbal correction                      | <input type="checkbox"/> System level conduct officer hearing                       |
| <input type="checkbox"/> Loss of school-day privilege           | <input type="checkbox"/> Superintendent school transfer                             |
| <input type="checkbox"/> Community service                      | <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 an extended suspension       |
| <input type="checkbox"/> Removal from extra-curricular activity | <input type="checkbox"/> These infractions may lead to an expulsion                 |
| <input type="checkbox"/> Temporary removal from class           | <input type="checkbox"/> These infractions may lead to law enforcement notification |
| <input type="checkbox"/> In-school intervention                 |   |

Other (please specify)