



Mohammed Choudhury
State Superintendent of Schools

November 1, 2021

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

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

The Honorable Adrienne A. Jones
Speaker of the House of Delegates
State House, H-101
100 State Circle
Annapolis, MD 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.

Should you have questions or need additional information, please contact Ary Amerikaner, Chief of Staff, by phone at (410) 767-0090 or by email at ary.amerikaner@maryland.gov.

Sincerely,

Mohammed Choudhury
State Superintendent of Schools

c: Sarah Albert

Alternative School Discipline Practices: Data Collection, Findings, and Considerations 2020-2021 School Year

Maryland State Department of Education

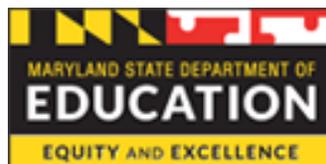
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Larry Hogan

Governor

Mohammed Choudhury

State Superintendent of Schools



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State Superintendent of Schools

Clarence C. Crawford
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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 school system (LSS), 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 LSS 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 LSSs. The MSDE has provided support and guidance on alternative disciplinary approaches to suspensions and expulsions to LSSs through the publication of documents such as *The Maryland Guidelines for State Code of Discipline*, collaborative partnerships with experts such as the Center for Dispute Resolution at the University of Maryland (C-DRUM), the Positive Behavior Intervention and Support (PBIS) Maryland collaborative, professional learning experiences conducted by MSDE

specialists, and direct technical support to LSSs as they implement strategies to eliminate disproportionate disciplinary removals.

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 survey was completed by the Directors of Student Services in each LSS. 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 July 2021 for the 2020-2021 school year.

To account for the impact of the COVID-19 pandemic, additional questions were added to the 2021 survey on a one-time basis to capture information both on the primary instructional delivery mode employed by each LSS and the degree to which discipline practices occurred, and varied, during the 2020-2021 school year. Respondents were asked to “indicate the learning environment experienced by the majority of students during the 2020-2021 school year” using the following scale: mostly virtual, mostly hybrid, or mostly in-person. Respondents were also asked to “reflect upon total student misconduct across all schools” in their system and compare it to a typical year, selecting one of the following responses:

- We experienced a **large** decrease in total incidents when compared to a typical year.
- We experienced a **medium** decrease in total incidents when compared to a typical year.
- We experienced **little-to-no** difference in total incidents when compared to a typical year.
- We experienced an **increase** in total incidents when compared to a typical year.

The final new question added to the 2021 survey asked LSSs whether “new alternative discipline practices were developed and used by school administrators to meet student behavioral challenges in the virtual learning environment.” Respondents were asked to share these new practices if they responded in the affirmative to the preceding question.

Other than the unique set of questions included specifically for the 2021 survey as outlined above, the remainder of the survey is comprised of two main parts, followed the survey template used in previous years. Part one asked LSSs how frequently they used the following five alternative discipline practices/approaches:

- communication practices
- skill development practices
- restorative approaches

- referral practices
- 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
- always

Part two asked LSSs to indicate which alternative school discipline practices/approaches (as identified in part one) the LSS 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 titled [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) [*Note: classified as sex infractions in the survey*]
- 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

Questions Unique to the 2020-2021 School Year Survey

Tables 1 displays the responses submitted by all 24 LSSs in Maryland when asked to select one of three options indicating “the type of learning environment experienced by the majority of students for the 2020-2021 school year” in their school system.

Table 1. *Type of Learning Environment experienced by majority of students*

<i>Learning Environment Type</i>	<i>Response Percent</i>	<i>Response Count</i>
<i>Mostly virtual</i>	45.83%	11
<i>Mostly hybrid</i>	45.83%	11
<i>Mostly in-person</i>	8.33%	2

Twenty-two of the 24 of LSSs indicated that they had “experienced a large decrease in total incidents when compared to the typical year” during the 2020-2021 school year, while the remaining two systems “experienced a medium decrease in total incidents when compared to a typical year.”

Fifteen of the 24 LSSs responded that they had developed and used new alternative discipline practices to meet student behavioral challenges in the virtual learning environment during the 2020-2021 school year. Virtual conferencing with parents and students was the most prevalent “new practice” indicated by respondents. Multiple respondents reported using virtual restorative approaches as well. Other new practices that LSSs reported using include:

- virtual instructional practices, including muting and breakout rooms
- providing mental health clinicians in schools
- muting and turning off the videos of disruptive students
- virtual counseling
- virtual social and emotional learning instruction
- mindfulness

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 6 through 10) 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 2 through 6 detail the frequency with which each of the 24 LSSs in Maryland reported using the specified discipline practice/approach, displaying both the percentage and number of LSSs responding to each item, during the 2020-2021 school year.

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 2). Other high frequency practices (used by at least 63 percent of Maryland’s 24 LSSs at least half of the time or more frequently) that LSSs reported using include in-person parent-teacher conferences, in-person parent-support staff conferences, in-person parent-administrator conferences, check-in/check-out with a school-based adult, and administrator-teacher support related to students. Less frequently used communication practices (used less than half of the time or never by at least 63 percent of

Maryland’s 24 LSSs) include daily or weekly student progress sheet, behavior contracts, and mediation conferences and home visits.

Table 2. Extent to which Communication Practices are used across all LSSs

Frequency of Practice	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)	0% (0)	4.17% (1)	0% (0)	45.83% (11)	50.00% (12)
Parent-teacher conference, in-person*	4.35% (1)	26.09% (6)	13.04% (3)	43.48% (10)	13.04% (3)
Parent-administrator conference, in-person	4.17% (1)	25.00% (6)	16.67% (4)	33.33% (8)	20.83% (5)
Parent-support staff conference, in-person	4.17% (1)	33.33% (8)	29.17% (7)	33.33% (8)	0% (0)
Check-in/check-out with a school-based adult	4.17% (1)	33.33% (8)	25.00% (6)	33.33% (8)	4.17% (1)
Daily or weekly student progress sheet	0% (0)	62.50% (15)	20.83% (5)	16.67% (4)	0% (0)
Mediation conference*	4.35% (1)	69.57% (16)	21.74% (5)	4.35% (1)	0% (0)
Behavior contract	0% (0)	62.50% (15)	16.67% (4)	20.83% (5)	0% (0)
Administrator-teacher support related to student*	0% (0)	21.74% (5)	13.04% (3)	39.13% (9)	26.09% (6)
Home visit	0% (0)	79.17% (19)	12.50% (3)	8.33% (2)	0% (0)

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

Skill Development Practices

With regard to the use of skill development practices, 23 out of the 24 LSSs indicated using Positive Behavior Intervention and Support (PBIS) as a framework at least half of the time or more frequently (see Table 3). Other high frequency practices (used by a majority of Maryland’s 24 LSSs, at least 54 percent, more than half of the time or always) that LSSs reported using include trauma-informed care, reminder/redirection to an appropriate replacement behavior,

and review and practice of a classroom procedure. Role play is the least used skill development practice, with 22 LSSs indicating that it is used less than half of the time or never, followed by peer mediation.

Table 3. Extent to which Skill Development Practices are used across all LSSs

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)	0% (0)	4.17% (1)	8.33% (2)	50.00% (12)	37.50% (9)
Trauma-informed care	0% (0)	12.50% (3)	33.33% (8)	45.83% (11)	8.33% (2)
Role play	0% (0)	91.67% (22)	8.33% (2)	0% (0)	0% (0)
Reminder/redirection to an appropriate replacement behavior	0% (0)	0% (0)	29.17% (7)	45.83% (11)	25.00% (6)
Peer mediation	25.00% (6)	58.33% (14)	8.33% (2)	8.33% (2)	0% (0)
Participation in a social emotional learning program	0% (0)	25.00% (6)	29.17% (7)	25.00% (6)	20.83% (5)
Participation in an academic skill development program	0% (0)	41.67% (10)	20.83% (5)	20.83% (5)	16.67% (4)
Participation in a targeted skill session with a student service professional	0% (0)	33.33% (8)	33.33% (8)	29.17% (7)	4.17% (1)
Review and practice of a classroom procedure	0% (0)	8.33% (2)	25.00% (6)	41.67% (10)	25.00% (6)

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 15 out of 24 LSSs indicating that they used this approach about half of the time or more frequently, followed by restorative conferences (see Table 4). Formal corrective circles with parents, school-based stakeholders, and other community members was the least used restorative approach, with 21 LSSs indicating that it is used less than half of the time or never, followed by peer mediation, formal corrective circles with school-based stakeholders, and rehabilitation.

Table 4. Extent to which Restorative Approaches are used across all LSSs

Frequency of Approach	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	4.17% (1)	33.33% (8)	25.00% (6)	33.33% (8)	4.17% (1)
Peer mediation	33.33% (8)	41.67% (10)	12.50% (3)	12.50% (3)	0% (0)
Other forms of mediation	8.33% (2)	41.67% (10)	33.33% (8)	16.67% (4)	0% (0)
Restorative conferences (the act of repairing harm)	0% (0)	41.67% (10)	20.83% (5)	37.50% (9)	0% (0)
Formal corrective circle with school-based stakeholders and a written agreement	20.83% (5)	50.00% (12)	16.67% (4)	12.50% (3)	0% (0)
Formal corrective circle with parents, school-based stakeholders, community member(s), and a written agreement	33.33% (8)	54.17% (13)	0% (0)	12.50% (3)	0% (0)
Rehabilitation*	17.39% (4)	52.17% (12)	13.04% (3)	8.70% (2)	8.70% (2)

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

Referral Practices

With regard to the use of referral practices, a majority of Maryland’s 24 LSSs (at least 58 percent) reported making referrals to a school counselor and/or school psychologist or to the student support team or other Tier 1 support team¹ more than half of the time or always (see Table 5). With one exception,² a majority of Maryland’s 24 LSSs (at least 58 percent) reported employing the other referral practices listed in Table 5 less than half of the time or never, with referral to a truancy diversion panel being the least commonly used practice (21 out of 24 LSSs reported that they used this practice less than half of the time or never).

Table 5. 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)	66.67% (16)	20.83% (5)	12.50% (3)	0% (0)
<i>Referral to a school counselor and/or school psychologist</i>	0% (0)	4.17% (1)	37.50% (9)	33.33% (8)	25.00% (6)
<i>Referral to the student support team or other Tier 1 support team</i>	0% (0)	16.67% (4)	20.83% (5)	41.67% (10)	20.83% (5)
<i>Referral to the school nurse or school health professional</i>	4.17% (1)	54.17% (13)	20.83% (5)	12.50% (3)	8.33% (2)
<i>Referral to a school-based social worker, behavior interventionist, or a school-based mental health worker</i>	0% (0)	33.33% (8)	16.67% (4)	33.33% (8)	16.67% (4)
<i>Referral to a community-based mental health professional</i>	0% (0)	66.67% (16)	16.67% (4)	8.33% (2)	8.33% (2)
<i>Referral to a substance abuse counseling service</i>	0% (0)	66.67% (16)	12.50% (3)	12.50% (3)	8.33% (2)

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

² The exception being referrals to a school-based social worker, behavior interventionist, or a school-based mental health worker.

Frequency of Practice	Never	Less than half of the time	About half of the time	More than half of the time	Always
Referral to complete a Functional Behavior Assessment, Behavior Intervention Plan	0% (0)	70.83% (17)	16.67% (4)	4.17% (1)	8.33% (2)
Referral to a community-based agency	0% (0)	66.67% (16)	16.67% (4)	8.33% (2)	8.33% (2)
Referral to the individualized education program team	4.17% (1)	66.67% (16)	8.33% (2)	12.50% (3)	8.33% (2)
Referral for rehabilitative services	8.33% (2)	66.67% (16)	12.50% (3)	0% (0)	12.50% (3)
Referral to truancy diversion panel	25.00% (6)	62.50% (15)	8.33% (2)	0% (0)	4.17% (1)
Referral to a system level alternative placement	0% (0)	83.33% (20)	4.17% (1)	0% (0)	12.50% (3)
Referral for threat assessment	0% (0)	75.00% (18)	12.50% (3)	4.17% (1)	8.33% (2)

Consequence Practices

With regard to the use of consequence practices, 22 out of 24 LSSs indicated that they used verbal correction more than half of the time or always (see Table 6). Other high frequency practices (used by a majority of Maryland’s 24 LSSs, at least 54 percent, about half of the time or more frequently) that LSSs reported using include temporary removal from class, in-school interventions, lunch detentions, and loss of school day privileges. Teen court was the least used consequence practice, with 23 LSSs indicating that it is used less than half of the time or never. Other less frequently used consequence practices (used less than half of the time or never by at least 63 percent of Maryland’s 24 LSSs) were written apologies to the victim(s), after-school detentions, community service, removal from extra-curricular activities, in-school suspensions, truancy courts, Saturday schools, and system level conduct officer hearings.

Table 6. Extent to which Consequence Practices are used across all LSSs

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)	62.50% (15)	25.00% (6)	8.33% (2)	4.17% (1)
Verbal correction	0% (0)	0% (0)	8.33% (2)	25.00% (6)	66.67% (16)
After-school detention	12.50% (3)	50.00% (12)	16.67% (4)	12.50% (3)	8.33% (2)
Lunch detention	4.17% (1)	41.67% (10)	33.33% (8)	16.67% (4)	4.17% (1)
Community service	29.17% (7)	54.17% (13)	12.50% (3)	4.17% (1)	0% (0)
Loss of school day privilege	4.17% (1)	41.67% (10)	33.33% (8)	20.83% (5)	0% (0)
Loss of after-school privilege	0% (0)	50.00% (12)	29.17% (7)	20.83% (5)	0% (0)
Removal from extra-curricular activity	0% (0)	79.17% (19)	8.33% (2)	12.50% (3)	0% (0)
Temporary removal from class	0% (0)	20.83% (5)	45.83% (11)	33.33% (8)	0% (0)
In-school intervention	0% (0)	37.50% (9)	25.00% (6)	33.33% (8)	4.17% (1)
In-school suspension	25.00% (6)	58.33% (14)	12.50% (3)	4.17% (1)	0% (0)
Teen court	66.67% (16)	29.17% (7)	0% (0)	0% (0)	4.17% (1)
Truancy court	33.33% (8)	50.00% (12)	16.67% (4)	0% (0)	0% (0)
Saturday school	50.00% (12)	41.67% (10)	4.17% (1)	4.17% (1)	0% (0)
System level conduct officer hearing	16.67% (4)	75.00% (18)	4.17% (1)	4.17% (1)	0% (0)

Alternative School Discipline Data by the Type of Practice/Approach Used for Student Misconduct

Tables seven through 11, which relate to part two of the survey (questions 11 through 35), detail which alternative school discipline practices/approaches were used by LSSs during the 2020-2021 school year 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 employed such a practice/approach during the 2020-2021 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 (7.1, 7.2, 7.3, 7.4, and 7.5), 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 LSSs that reported employing a specific alternative school discipline practice/approach during the 2020-2021 school year in response to the various infraction types listed in the survey. Not all LSSs in Maryland employ each specific alternative school discipline practices/approaches listed in the survey to address certain misconduct infraction types, and therefore, some LSSs 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.

Attendance Infractions

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

- communication practices – check-in/check-out, parent outreach, progress sheet, teacher-parent conference, administrator-parent conference, school support staff-parent conference, administrator-teacher 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, community-based organization, student support team or other Tier 1 support team, and school psychologist
- consequence practices – verbal correction, loss of after-school privilege, and removal from extra-curricular activity

No restorative approaches met this 80 percent affirmative response threshold. (Note: 21 out of 24 LSSs reported employing some type of restorative approach to address attendance infractions.)

The least used alternative school discipline practice/approach (i.e. used by no more than four out of 24 LSSs or less than 20 percent of respondents for that particular question) for attendance infractions was potential expulsion (a consequence practice). For all other practices/approaches, at least five out of 24 LSSs (or 20 percent or more of respondents for that particular question) reported employing the specific practice/approach listed.

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

Communication Practice	Response Percent	Response Count
Community conference	37.50%	9
Check-in/check out	100.00%	24
Parent outreach	100.00%	24
Progress sheet	83.33%	20
Behavior contract	75.00%	18
Teacher-parent conference	100.00%	24
Conflict resolution conference	45.83%	11
Administrator-parent conference	100.00%	24
School support staff-parent conference	87.50%	21
Administrator-teacher conference	83.33%	20
Mediation conference	58.33%	14
Home visit	95.83%	23

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

Skill Development Practice	Response Percent	Response Count
Positive Behavior Intervention and Support (PBIS) framework	95.83%	23
Role play	25.00%	6
Reminder/redirection	100.00%	24
Peer mediation	37.50%	9
Social emotional learning program referral or academic skill development program referral	79.17%	19
School counselor or other school-based personnel group skill/lesson referral	95.83%	23
Academic remediation	79.17%	19
Practice of a classroom procedure	62.50%	15
Trauma-informed approaches	95.83%	23

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

Restorative Approach	Response Percent	Response Count
Circle conversation with student and victim	61.90%	13
Restitution	42.86%	9
Formal corrective circle with school-based stakeholders	47.62%	10
Formal corrective circle with parents, school-based officials, and community members	52.38%	11
Mediation	57.14%	12

Note: 21 out of 24 LSSs responded to this question in the survey confirming that they employed restorative approaches to address attendance infractions.

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

Referral Practice	Response Percent	Response Count
Mentoring	87.50%	21
School counselor	100.00%	24
Substance abuse counseling service	79.17%	19
School nurse or school health professional	70.83%	17
Mental health professional	91.67%	22
Community-based organization	91.67%	22
Functional Behavior Assessment, Behavior Intervention Plan	75.00%	18
IEP team	75.00%	18
Student support team or other Tier 1 support team	100.00%	24
School psychologist	87.50%	21
Outside counseling organization	75.00%	18
Rehabilitative	37.50%	9
Truancy diversion panel	54.17%	13
System level alternative placement	54.17%	13
Threat assessment	41.67%	10

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

Consequence Practice	Response Percent	Response Count
<i>After-school detention</i>	73.91%	17
<i>Lunch detention</i>	69.57%	16
<i>Written apology</i>	52.17%	12
<i>Verbal correction</i>	89.96%	20
<i>Loss of school day privilege</i>	78.26%	18
<i>Community service</i>	30.43%	7
<i>Loss of after-school privilege</i>	82.61%	19
<i>Removal from extra-curricular activity</i>	82.61%	19
<i>Truancy court</i>	60.87%	14
<i>Temporary removal from class</i>	47.83%	11
<i>Saturday school</i>	47.83%	11
<i>Teen court</i>	21.74%	5
<i>In-school intervention</i>	78.26%	18
<i>In-school suspension</i>	43.48%	10
<i>System level conduct officer hearing</i>	34.78%	8
<i>Potential short-term suspension</i>	30.43%	7
<i>Potential long-term suspension</i>	26.09%	6
<i>Potential expulsion</i>	17.39%	4

Note: 23 out of 24 LSSs responded to this question in the survey confirming that they employed consequence practices to address attendance infractions.

Conduct Infractions

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

- communication practices – check-in/check-out, parent outreach, progress sheet, behavior contract, teacher-parent conference, administrator-parent conference, school support staff-parent conference, and administrator-teacher conference
- skill development practices – PBIS framework, reminder/redirection, school counselor or other school-based personnel group skill/lesson referral, practice of a classroom procedure, and trauma-informed approaches
- restorative approaches – circle conversation with student and victim
- referral practices – mentoring, school counselor, mental health professional, community-based organization, Functional Behavior Assessment/Behavior Intervention Plan, student support team or other Tier 1 support team, school psychologist, outside counseling organization, and system level alternative placement

- consequence practices – 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

The least used alternative school discipline practice/approach (i.e. used by no more than four out of 24 LSSs or less than 20 percent of respondents for that particular question) for conduct infractions was teen court. For all other practices/approaches, at least five out of 24 LSSs (or 20 percent or more of respondents for that particular question) reported employing the specific practice/approach listed.

Table 8.1. Number/Percentage of LSSs employing Communication Practices to address Conduct Infractions

Communication Practice	Response Percent	Response Count
Community conference	54.17%	13
Check-in/check-out	87.50%	21
Parent outreach	100.00%	24
Progress sheet	87.50%	21
Behavior contract	91.67%	22
Teacher-parent conference	95.83%	23
Conflict resolution conference	75.00%	18
Administrator-parent conference	100.00%	24
School support staff-parent conference	91.67%	22
Administrator-teacher conference	87.50%	21
Mediation conference	58.33%	14
Home visit	62.50%	15

Table 8.2. Number/Percentage of LSSs employing Skill Development Practices to address Conduct Infractions

Skill Development Practice	Response Percent	Response Count
Positive Behavior Intervention and Support (PBIS) framework	95.83%	23
Role play	54.17%	13
Reminder/redirection	100.00%	24
Peer mediation	58.33%	14
Social emotional learning program referral or academic skill development program referral	79.17%	19
School counselor or other school-based personnel group skill/lesson referral	95.83%	23
Academic remediation	66.67%	16
Practice of a classroom procedure	87.50%	21
Trauma-informed approaches	100.00%	24

Table 8.3. Number/Percentage of LSSs employing Restorative Approaches to address Conduct Infractions

Restorative Approach	Response Percent	Response Count
Circle conversation with student and victim	81.82%	18
Restitution	68.18%	15
Formal corrective circle with school-based stakeholders	68.18%	15
Formal corrective circle with parents, school-based officials, and community members	40.91%	9
Mediation	63.64%	14

Note: 22 out of 24 LSSs responded to this question in the survey confirming that they employed restorative approaches to address conduct infractions.

Table 8.4. Number/Percentage of LSSs employing Referral Practices to address Conduct Infractions

Referral Practice	Response Percent	Response Count
Mentoring	91.67%	22
School counselor	100.00%	24
Substance abuse counseling service	75.00%	18
School nurse or School health professional	66.67%	16
Mental health professional	91.67%	22
Community-based organization	87.50%	21
Functional Behavior Assessment, Behavior Intervention Plan	100.00%	24
IEP team	75.00%	18
Student support team or other Tier 1 support team	95.83%	23
School psychologist	83.33%	20
Outside counseling organization	87.50%	21
Rehabilitative	50.00%	12
System level alternative placement	83.33%	20
Threat assessment	66.67%	16

Table 8.5. Number/Percentage of LSSs employing Consequence Practices to address Conduct Infractions

Consequence Practice	Response Percent	Response Count
<i>After-school detention</i>	79.17%	19
<i>Lunch detention</i>	87.50%	21
<i>Written apology</i>	87.50%	21
<i>Verbal correction</i>	91.67%	22
<i>Loss of school day privilege</i>	87.50%	21
<i>Community service</i>	50.00%	12
<i>Loss of after-school privilege</i>	87.50%	21
<i>Removal from extra-curricular activity</i>	75.00%	18
<i>Temporary removal from class</i>	95.83%	23
<i>Saturday school</i>	54.17%	13
<i>Teen court</i>	12.50%	3
<i>In-school intervention</i>	91.67%	22
<i>In-school suspension</i>	58.33%	14
<i>System level conduct officer hearing</i>	50.00%	12
<i>Potential short-term suspension</i>	83.33%	20
<i>Potential long-term suspension</i>	50.00%	12
<i>Potential expulsion</i>	20.83%	5
<i>Potential law enforcement notification</i>	58.33%	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 at least 20 out of 24 LSSs or more than 80 percent of respondents for that particular question) for drugs and alcohol 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, substance abuse counseling service, school nurse or school health professional, mental health professional, community-based organization, student support team or other Tier 1 support team, and outside counseling organization
- consequence practices – removal from extra-curricular activity, potential short-term suspension, and potential law-enforcement notification

No restorative approaches met this 80 percent affirmative response threshold. (*Note: 18 out of 24 LSSs reported employing some type of restorative approach to address drug and alcohol infractions.*)

The least used alternative school discipline practice/approach (i.e. used by no more than four out of 24 LSSs or less than 20 percent of respondents for that particular question) for drug and alcohol infractions was teen court. For all other practices/ approaches, at least six out of 24 LSSs (or 25 percent or more of respondents for that particular question) reported employing the specific practice/approach listed.

Table 9.1. Number/Percentage of LSSs employing Communication Practices to address Drug and Alcohol Infractions

Communication Practice	Response Percent	Response Count
Community conference	45.83%	11
Check-in/check-out	62.50%	15
Parent outreach	83.33%	20
Progress sheet	37.50%	9
Behavior contract	75.00%	18
Teacher-parent conference	62.50%	15
Conflict resolution conference	45.83%	11
Administrator-parent conference	100.00%	24
School support staff-parent conference	79.17%	19
Administrator-teacher conference	62.50%	15
Mediation conference	25.00%	6
Home visit	62.50%	15

Table 9.2. Number/Percentage of LSSs employing Skill Development Practices to address Drug and Alcohol Infractions

Skill Development Practice	Response Percent	Response Count
Positive Behavior Intervention and Support (PBIS) framework	75.00%	18
Role play	33.33%	8
Reminder/redirection	70.83%	17
Peer mediation	25.00%	6
Social emotional learning program referral or academic skill development program referral	62.50%	15
School counselor or other school-based personnel group skill/lesson referral	91.67%	22
Academic remediation	37.50%	9
Practice of a classroom procedure	33.33%	8
Trauma-informed approaches	95.83%	23

Table 9.3. Number/Percentage of LSSs employing Restorative Approaches to address Drug and Alcohol Infractions

Restorative Approach	Response Percent	Response Count
Circle conversation with student and victim	66.67%	12
Restitution	44.44%	8
Formal corrective circle with school-based stakeholders	61.11%	11
Formal corrective circle with parents, school-based officials, and community members	61.11%	11
Mediation	50.00%	9

Note: 18 out of 24 LSSs responded to this question in the survey confirming that they employed restorative approaches to address drug and alcohol infractions.

Table 9.4. Number/Percentage of LSSs employing Referral Practices to address Drug and Alcohol Infractions

Referral Practice	Response Percent	Response Count
Mentoring	79.17%	19
School counselor	95.83%	23
Substance abuse counseling service	100.00%	24
School nurse or school health professional	100.00%	24
Mental health professional	95.83%	23
Community-based organization	87.50%	21
Functional Behavior Assessment, Behavior Intervention Plan	50.00%	12
IEP team	37.50%	9
Student support team or other Tier 1 support team	83.33%	20
School psychologist	79.17%	19
Outside counseling organization	91.67%	22
Rehabilitative	75.00%	18
System level alternative placement	79.17%	19
Threat assessment	45.83%	11

Table 9.5. Number/Percentage of LSSs employing Consequence Practices to address Drug and Alcohol Infractions

Consequence Practice	Response Percent	Response Count
<i>After-school detention</i>	29.17%	7
<i>Lunch detention</i>	25.00%	6
<i>Written apology</i>	33.33%	8
<i>Verbal correction</i>	58.33%	14
<i>Loss of school day privilege</i>	79.17%	19
<i>Community service</i>	33.33%	8
<i>Loss of after-school privilege</i>	79.17%	19
<i>Removal from extra-curricular activity</i>	87.50%	21
<i>Temporary removal from class</i>	79.17%	19
<i>Saturday school</i>	50.00%	12
<i>Teen court</i>	16.67%	4
<i>In-school intervention</i>	66.67%	16
<i>In-school suspension</i>	66.67%	16
<i>Superintendent school transfer</i>	33.33%	8
<i>System level conduct officer hearing</i>	75.00%	18
<i>Potential short-term suspension</i>	95.83%	23
<i>Potential long-term suspension</i>	79.17%	19
<i>Potential expulsion</i>	58.33%	14
<i>Potential law enforcement notification</i>	91.67%	22

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 at least 20 out of 24 LSSs or more than 80 percent of respondents for that particular question) for sexual misconduct infractions.

- communication practices – parent outreach and administrator-parent conference
- skill development practices – reminder/redirection, school counselor or other school-based personnel group skill/lesson referral, and trauma-informed approaches
- referral practices – school counselor, mental health professional, school psychologist, and outside counseling organization
- consequence practices – loss of school day privilege, loss of after-school privilege, removal from extra-curricular activity, temporary removal from class, in-school intervention, potential short-term suspension, potential long-term suspension, and potential law enforcement notification

No restorative approaches met this 80 percent affirmative response threshold. (*Note: 18 out of 24 LSSs reported employing some type of restorative approach to address sexual misconduct infractions.*)

The least used alternative school discipline practices/approaches (i.e. used by no more than four out of 24 LSSs or less than 20 percent of respondents for that particular question) for sexual misconduct infractions was teen court. For all other practices/ approaches, at least five out of 24 LSSs (or 20 percent or more of respondents for that particular question) reported employing the specific practice/approach listed.

Table 10.1. Number/Percentage of LSSs employing Communication Practices to address Sexual Misconduct Infractions

Communication Practice	Response Percent	Response Count
Community conference	33.33%	8
Check-in/check-out	45.83%	11
Parent outreach	100.00%	24
Progress sheet	33.33%	8
Behavior contract	75.00%	18
Teacher-parent conference	66.67%	16
Conflict resolution conference	58.33%	14
Administrator-parent conference	100.00%	24
School support staff-parent conference	75.00%	18
Administrator-teacher conference	70.83%	17
Mediation conference	37.50%	9
Home visit	62.50%	15

Table 10.2. Number/Percentage of LSSs employing Skill Development Practices to address Sexual Misconduct Infractions

Skill Development Practice	Response Percent	Response Count
Positive Behavior Intervention and Support (PBIS) framework	70.83%	17
Role play	33.33%	8
Reminder/redirection	83.33%	20
Peer mediation	29.17%	7
Social emotional learning program referral or academic skill development program referral	79.17%	19
School counselor or other school-based personnel group skill/lesson referral	100.00%	24
Academic remediation	20.83%	5
Practice of a classroom procedure	33.33%	8
Trauma-informed approaches	100.00%	24

Table 10.3. Number/Percentage of LSSs employing Restorative Approaches to address Sexual Misconduct Infractions

Restorative Approach	Response Percent	Response Count
Circle conversation with student and victim	61.11%	11
Restitution	38.89%	7
Formal corrective circle with school-based stakeholders	66.67%	12
Formal corrective circle with parents, school-based officials, and community members	61.11%	11
Mediation	44.44%	8

Note: 18 out of 24 LSSs responded to this question in the survey confirming that they employed restorative approaches to address sexual misconduct infractions.

Table 10.4. Number/Percentage of LSSs employing Referral Practices to address Sexual Misconduct Infractions

Referral Practice	Response Percent	Response Count
Mentoring	75.00%	18
School counselor	100.00%	24
Substance abuse counseling service	20.83%	5
School nurse or school health professional	58.33%	14
Mental health professional	91.67%	22
Community-based organization	66.67%	16
Functional Behavior Assessment, Behavior Intervention Plan	75.00%	18
IEP team	58.33%	14
Student support team or other Tier 1 support team	75.00%	18
School psychologist	91.67%	22
Outside counseling organization	91.67%	22
Rehabilitative	54.17%	13
System level alternative placement	70.83%	17
Threat assessment	62.50%	15

Table 10.5. Number/Percentage of LSSs employing Consequence Practices to address Sexual Misconduct Infractions

Consequence Practice	Response Percent	Response Count
<i>After-school detention</i>	37.50%	9
<i>Lunch detention</i>	37.50%	9
<i>Written apology</i>	70.83%	17
<i>Verbal correction</i>	70.83%	17
<i>Loss of school day privilege</i>	87.50%	21
<i>Community service</i>	33.33%	8
<i>Loss of after-school privilege</i>	91.67%	22
<i>Removal from extra-curricular activity</i>	95.83%	23
<i>Temporary removal from class</i>	95.83%	23
<i>Saturday school</i>	37.50%	9
<i>Teen court</i>	12.50%	3
<i>In-school intervention</i>	87.50%	21
<i>In-school suspension</i>	58.33%	14
<i>System level conduct officer hearing</i>	75.00%	18
<i>Superintendent school transfer</i>	58.33%	14
<i>Potential short-term suspension</i>	91.67%	22
<i>Potential long-term suspension</i>	91.67%	22
<i>Potential expulsion</i>	62.50%	15
<i>Potential law enforcement notification</i>	95.83%	23

Violent Infractions

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

- communication practices – parent outreach, behavior contract, administrator-parent conference, school support staff-parent conference, and home visit
- skill development practices – PBIS framework, school counselor or other school-based personnel group skill/lesson referral, and trauma-informed approaches
- restorative approaches – circle conversation with student and victim
- referral practices – mentoring, school counselor, mental health professional, community-based organization, Functional Behavior Assessment/Behavior Intervention Plan, student support team or other Tier 1 support team, school psychologist, outside counseling organization, system level alternative placement, and threat assessment
- consequence practices – loss of school day privilege, loss of after-school privilege, removal from extra-curricular activity, temporary removal from class, in-school intervention, potential short-term suspension, potential long-term suspension, potential expulsion, and potential law enforcement notification

The least used alternative school discipline practice/approach (i.e. used by no more than four out of 24 LSSs or less than 20 percent of respondents for that particular question) for violent infractions was teen court. For all other practices/ approaches, at least eight out of 24 LSSs (or 33 percent or more of respondents for that particular question) reported employing the specific practice/approach listed.

Table 11.1. Number/Percentage of LSSs employing Communication Practices to address Violent Infractions

Communication Practice	Response Percent	Response Count
Community conference	66.67%	16
Check-in/check-out	62.50%	15
Parent outreach	95.83%	23
Progress sheet	50.00%	12
Behavior contract	91.67%	22
Teacher-parent conference	75.00%	18
Conflict resolution conference	79.17%	19
Administrator-parent conference	100.00%	24
School support staff-parent conference	83.33%	20
Administrator-teacher conference	70.83%	17
Mediation conference	58.33%	14
Home visit	83.33%	20

Table 11.2. Number/Percentage of LSSs employing Skill Development Practices to address Violent Infractions

Skill Development Practice	Response Percent	Response Count
Positive Behavior Intervention and Support (PBIS) framework	87.50%	21
Role play	33.33%	8
Reminder/redirection	70.83%	17
Peer mediation	45.83%	11
Social emotional learning program referral or academic skill development program referral	70.83%	17
School counselor or other school-based personnel group skill/lesson referral	95.83%	23
Academic remediation	33.33%	8
Practice of a classroom procedure	45.83%	11
Trauma-informed approaches	100.00%	24

Table 11.3. Number/Percentage of LSSs employing Restorative Approaches to address Violent Infractions

Restorative Approach	Response Percent	Response Count
Circle conversation with student and victim	86.36%	19
Restitution	54.55%	12
Formal corrective circle with school-based stakeholders	77.27%	17
Formal corrective circle with parents, school-based officials, and community members	59.09%	13
Mediation	68.18%	15

Note: 22 out of 24 LSSs responded to this question in the survey confirming that they employed restorative approaches to address violent infractions.

Table 11.4. Number/Percentage of LSSs employing Referral Practices to address Violent Infractions

Referral Practice	Response Percent	Response Count
Mentoring	87.50%	21
School counselor	100.00%	24
Substance abuse counseling service	41.67%	10
School nurse or school health professional	54.17%	13
Mental health professional	95.83%	23
Community-based organization	83.33%	20
Functional Behavior Assessment, Behavior Intervention Plan	87.50%	21
IEP team	75.00%	18
Student support team or other Tier 1 support team	87.50%	21
School psychologist	91.67%	22
Outside counseling organization	91.67%	22
Rehabilitative	58.33%	14
System level alternative placement	87.50%	21
Threat assessment	95.83%	23

Table 11.5. Number/Percentage of LSSs employing Consequence Practices to address Violent Infractions

Consequence Practice	Response Percent	Response Count
<i>After-school detention</i>	54.17%	13
<i>Lunch detention</i>	45.83%	11
<i>Written apology</i>	66.67%	16
<i>Verbal correction</i>	70.83%	17
<i>Loss of school day privilege</i>	87.50%	21
<i>Community service</i>	41.67%	10
<i>Loss of after-school privilege</i>	87.50%	21
<i>Removal from extra-curricular activity</i>	91.67%	22
<i>Temporary removal from class</i>	95.83%	23
<i>Saturday school</i>	54.17%	13
<i>Teen court</i>	12.50%	3
<i>In-school intervention</i>	83.33%	20
<i>In-school suspension</i>	70.83%	17
<i>System level conduct officer hearing</i>	75.00%	18
<i>Superintendent school transfer</i>	58.33%	14
<i>Potential short-term suspension</i>	100.00%	24
<i>Potential long-term suspension</i>	100.00%	24
<i>Potential expulsion</i>	91.67%	22
<i>Potential law enforcement notification</i>	95.83%	23

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 to complete the survey. Directors of Student Services have in-depth knowledge about which specific alternative school discipline practices/approaches are employed across their school system and with what frequency. While this year saw two new Directors of Student Services complete the survey, in many LSSs the same person/office has been responsible for submitting the survey since its inception. Having consistent engagement on a year-to-year basis with personnel who understand the requirements of the survey leads to increased confidence in the validity of the data reported.
- Results of the survey indicate that LSSs continued to employ many different alternative discipline practices/approaches and continue to seek creative solutions during the COVID-19 pandemic, such as arranging virtual parent conferences, to respond to student behavior concerns within the virtual learning environment.
- This year's report showed an increase in LSSs utilizing referrals to outside community-based counseling organizations for all infraction types except sexual misconduct infractions, than in previous years.
- LSS's use of trauma-informed care continued to grow from previous years, as evidenced by all or nearly all LSSs reporting that they employed this approach for each infraction type (see tables 7.2, 8.2, 9.2, 10.2, and 11.2).
- When comparing this report to the previous two reports (2019, 2020) it is worth noting that the types of alternative school discipline practices/approaches used for the five infraction categories (see tables 7.1 through 10.5) by a substantial portion of LSSs has continued to expand each year.
- MSDE staff specialists will continue to provide technical assistance to LSSs to help develop their capacity to increase the implementation and integration 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 2020-
2021 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 *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 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 as a State, not local. 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.

The deadline for submission is Friday, August 13, 2021.

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 or 410-767-4420 with any questions.

* 1. School System

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

Name

Email Address

Phone Number

Considering the Uniqueness of the 2020-2021 School Year

The 2020-2021 school year was unique due to the COVID-19 pandemic. Consideration of discipline practices in light of circumstances impacting the occurrence of typical student behavioral infractions must be made. The following question is an attempt to provide context for information that will be included in the 2021 legislative report and your responses to the preceding survey items.

3. Please indicate the learning environment experienced by the majority of students during the 2020-2021 school year.

- Mostly virtual
- Mostly hybrid
- Mostly in-person

* 4. As you reflect upon total student misconduct across all schools in your system for the 2020-2021 school year and compare it to a typical year, which of the following would apply?

- We experienced a **LARGE decrease** in total incidents when compared to a typical year.
- We experienced a **MEDIUM-SIZED decrease** in total incidents when compared to a typical year.
- We experienced **LITTLE TO NO difference** in total incidents when compared to a typical year.
- We experienced an **INCREASE** in total incidents when compared to a typical year.

Provide a brief statement (2-3 sentences) to explain your response.

* 5. Were new alternative discipline practices developed and used by school administrators to meet student behavioral challenges in the virtual learning environment?

- Yes
- No

If yes, briefly describe new alternative discipline practices utilized.

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 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

6. 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

7. 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

8. 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

9. 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

10. 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.

11. 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)

12. 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) | |

13. 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 | |
| <input type="checkbox"/> Other (please specify) | |

14. Referral practices

- | | |
|---|--|
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Student Support Team or other Tier 1 Support Team |
| <input type="checkbox"/> School Counselor | <input type="checkbox"/> School Psychologist |
| <input type="checkbox"/> Substance abuse counseling service | <input type="checkbox"/> Outside counseling organization |
| <input type="checkbox"/> School Nurse or School Health Professional | <input type="checkbox"/> Rehabilitative |
| <input type="checkbox"/> Mental Health Professional | <input type="checkbox"/> Truancy diversion panel |
| <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 |
| <input type="checkbox"/> IEP team | |
| <input type="checkbox"/> Other (please specify) | |

15. 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.

16. 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)

17. 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)

18. 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)

19. 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)

20. 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.

21. 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)

22. 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)

23. 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)

24. 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)

25. 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.

26. 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)

27. 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)

28. 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)

29. 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)

30. 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.

31. 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)

32. 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)

33. 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)

34. 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)

35. 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)

