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

October 1, 2019

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

The Honorable Thomas V. Mike Miller, Jr.
H-107, State House
100 State Circle
Annapolis, MD 21401

The Honorable Adrienne A. Jones
H-101, State House
100 State Circle
Annapolis, MD 21401

Re: Review of Disciplinary Practices and Use of Restorative Practices in the State (MSAR # 12199)

Dear Governor Hogan, President Miller, 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 Tiffany Clark, Director of Government Relations, by phone at 410-767-0090 or by email at tiffany.clark1@maryland.gov.

Best Regards,

Karen B. Salmon, Ph.D.

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

c: Sarah Albert

Alternative School Discipline Practices:
Data Collection, Findings, and Considerations

Presented by the
Maryland State Department of Education

October 1, 2019

Larry Hogan

Governor

Karen B. Salmon, Ph.D.

State Superintendent of Schools
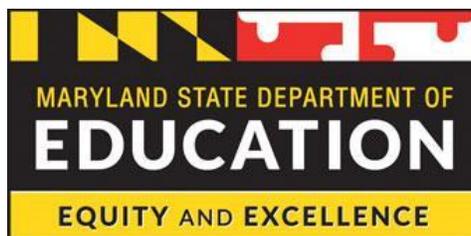
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Introduction

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 2019.

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

- communication practices;
- skill development practices;
- corrective 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 (as identified in part one) the LSS is using 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 Degree to Which a Practice 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 categories listed (communication practices, skill development practices, corrective approaches, referral practices, and consequence practices). Tables 1 through 5 detail the frequency with which each of the 24 LSSs in Maryland report using the specified discipline practice.

Communication Practices

With regard to the use of communication practices, all 24 LSSs indicated that parent-teacher outreach occurs at least about half of the time, with 11 LSSs indicating that this practice is always used (see Table 1). Other high frequency practices reported include in-person conferences between parents and teachers or administrators. Less frequent communication practices include mediation conferencing and behavior contracts.

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

	NEVER	LESS THAN HALF OF THE TIME	ABOUT HALF OF THE TIME	MORE THAN HALF OF THE TIME	ALWAYS	TOTAL
Parent - Teacher outreach (phone, email, text)	0.00% 0	0.00% 0	8.33% 2	45.83% 11	45.83% 11	24
Parent - Teach conference, in person	0.00% 0	33.33% 8	25.00% 6	41.67% 10	0.00% 0	24
Parent - administrator conference, in person	0.00% 0	25.00% 6	33.33% 8	41.67% 10	0.00% 0	24
Check-in Check-out with a school-based adult	0.00% 0	37.50% 9	16.67% 4	41.67% 10	4.17% 1	24
Daily or weekly student progress sheet (digital or paper)	0.00% 0	45.83% 11	25.00% 6	25.00% 6	4.17% 1	24
Mediation conference	4.17% 1	50.00% 12	33.33% 8	12.50% 3	0.00% 0	24
Behavior contract	0.00% 0	41.67% 10	37.50% 9	16.67% 4	4.17% 1	24
Administrator - Teacher support related to interaction(s) with a student	0.00% 0	4.17% 1	25.00% 6	37.50% 9	33.33% 8	24

Note: The data in the table show both the percentage and number of LSSs who responded to each question in the survey indicating the frequency with which the LSS employs the specific alternative school discipline practice/approach/model/strategy listed.

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). Another high frequency practice reported is reminding/redirecting to an appropriate replacement behavior. Role play is the least used skill development practice, with 23 LSSs indicating that it is used less than half of the time, followed by peer mediation.

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

	NEVER	LESS THAN HALF OF THE TIME	ABOUT HALF OF THE TIME	MORE THAN HALF OF THE TIME	ALWAYS	TOTAL
Positive Behavior Intervention and Support (PBIS) as a framework	0.00% 0	0.00% 0	16.67% 4	37.50% 9	45.83% 11	24
Trauma-informed care	0.00% 0	37.50% 9	33.33% 8	29.17% 7	0.00% 0	24
Role play	4.17% 1	91.67% 22	4.17% 1	0.00% 0	0.00% 0	24
Reminder/redirection to an appropriate replacement behavior	0.00% 0	12.50% 3	12.50% 3	45.83% 11	29.17% 7	24
Peer mediation	12.50% 3	62.50% 15	16.67% 4	8.33% 2	0.00% 0	24
Participation in a social emotional learning program	0.00% 0	41.67% 10	8.33% 2	45.83% 11	4.17% 1	24
Participation in an academic skill development program	0.00% 0	33.33% 8	25.00% 6	29.17% 7	12.50% 3	24
Participation in a targeted skill session with a student service professional	0.00% 0	33.33% 8	29.17% 7	33.33% 8	4.17% 1	24
Review and practice of a classroom procedure	0.00% 0	8.33% 2	12.50% 3	58.33% 14	20.83% 5	24

Note: The data in the table show both the percentage and number of LSSs who responded to each question in the survey indicating the frequency with which the LSS employs the specific alternative school discipline practice/approach/model/strategy listed.

Corrective Approaches

With regard to the use of corrective approaches, no one individual approach/practice/model/strategy is always used by any single LSS when handling a student discipline case (see Table 3). The most frequently used corrective approach is conflict resolution, followed by other forms of mediation and restorative conferences. The majority of LSSs reported using the other corrective approaches less than half of the time or never, with formal corrective circles and rehabilitation being the least used approach.

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

	NEVER	LESS THAN HALF OF THE TIME	ABOUT HALF OF THE TIME	MORE THAN HALF OF THE TIME	ALWAYS	TOTAL
Conflict resolution with student and victim	0.00% 0	20.83% 5	50.00% 12	29.17% 7	0.00% 0	24
Peer mediation	12.50% 3	62.50% 15	16.67% 4	8.33% 2	0.00% 0	24
Other forms of mediation	0.00% 0	47.83% 11	30.43% 7	21.74% 5	0.00% 0	23
Restorative conferences (the act of repairing the harm done)	0.00% 0	50.00% 12	37.50% 9	12.50% 3	0.00% 0	24
Formal corrective circle with school-based stakeholders and a written agreement	12.50% 3	75.00% 18	8.33% 2	4.17% 1	0.00% 0	24
Formal corrective circle with parents, school-based stakeholders, community member(s), and a written agreement	20.83% 5	75.00% 18	4.17% 1	0.00% 0	0.00% 0	24
Rehabilitation	34.78% 8	56.52% 13	8.70% 2	0.00% 0	0.00% 0	23

Note: The data in the table show both the percentage and number of LSSs who responded to each question in the survey indicating the frequency with which the LSS employs the specific alternative school discipline practice/approach/model/strategy listed.

Referral Practices

With regard to the use of referral practices, the majority of LSSs reported making referrals to a school counselor/school psychologist or to the student support team/tier 1 support team[1] more than half of the time or always (see Table 4). For the other referral options, LSSs indicated employing them less than half of the time or never in most cases, with referrals for rehabilitative services being the least commonly used.

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

	NEVER	LESS THAN HALF OF THE TIME	ABOUT HALF OF THE TIME	MORE THAN HALF OF THE TIME	ALWAYS	TOTAL
Referral to a mentoring program (in school-based or community-based agency)	0.00% 0	62.50% 15	25.00% 6	12.50% 3	0.00% 0	24
Referral to a School Counselor and/or School Psychologist	0.00% 0	12.50% 3	25.00% 6	50.00% 12	12.50% 3	24
Referral to the Student Support Team or other Tier 1 support team	0.00% 0	20.83% 5	12.50% 3	45.83% 11	20.83% 5	24
Referral to the School Nurse or School Health Professional	0.00% 0	54.17% 13	29.17% 7	12.50% 3	4.17% 1	24
Referral to a School-Based Social Worker, Pupil Personnel Worker, Behavior Interventionist, or a School-Based Mental Health Worker	0.00% 0	25.00% 6	33.33% 8	37.50% 9	4.17% 1	24
Referral to a community-based Mental Health Professional	0.00% 0	54.17% 13	20.83% 5	20.83% 5	4.17% 1	24
Referral to a substance abuse counseling service	0.00% 0	54.17% 13	25.00% 6	20.83% 5	0.00% 0	24
Referral to complete a Functional Behavior Assessment, Behavior Intervention Plan	0.00% 0	50.00% 12	25.00% 6	25.00% 6	0.00% 0	24
Referral to a community-based agency	0.00% 0	54.17% 13	25.00% 6	16.67% 4	4.17% 1	24
Referral to the Individualized Education Program Team	0.00% 0	54.17% 13	33.33% 8	8.33% 2	4.17% 1	24
Referral for rehabilitative services	20.83% 5	62.50% 15	12.50% 3	4.17% 1	0.00% 0	24

Note: The data in the table show both the percentage and number of LSSs who responded to each question in the survey indicating the frequency with which the LSS employs the specific alternative school discipline practice/approach/model/strategy listed.

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

Consequence Practices

With regard to the use of consequence practices, 22 LSSs (92 percent) indicated using verbal correction more than half of the time or always (see Table 5). Temporary removal from class is the second most frequently used practice, with 21 LSSs (88 percent) reporting using removal about half of the time or more frequently. The least frequently used consequence practices reported by LSSs are written apologies to victims, community service, teen courts, and Saturday schools. For each of these practices, only one LSS indicated using the practice more than half of the time.

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

	NEVER	LESS THAN HALF OF THE TIME	ABOUT HALF OF THE TIME	MORE THAN HALF OF THE TIME	ALWAYS	TOTAL
Written apology to the victim(s)	0.00% 0	75.00% 18	20.83% 5	4.17% 1	0.00% 0	24
Verbal correction	0.00% 0	4.17% 1	4.17% 1	37.50% 9	54.17% 13	24
After school detention	4.17% 1	29.17% 7	29.17% 7	37.50% 9	0.00% 0	24
Community service	25.00% 6	62.50% 15	8.33% 2	4.17% 1	0.00% 0	24
Loss of school day privilege	0.00% 0	37.50% 9	25.00% 6	37.50% 9	0.00% 0	24
Loss of after school privilege	4.17% 1	37.50% 9	45.83% 11	12.50% 3	0.00% 0	24
Removal from extra-curricular activity	0.00% 0	62.50% 15	29.17% 7	8.33% 2	0.00% 0	24
Temporary removal from class	0.00% 0	12.50% 3	33.33% 8	45.83% 11	8.33% 2	24
Teen court	60.87% 14	34.78% 8	0.00% 0	4.35% 1	0.00% 0	23
Saturday School	21.74% 5	60.87% 14	13.04% 3	4.35% 1	0.00% 0	23

Note: The data in the table show both the percentage and number of LSSs who responded to each question in the survey indicating the frequency with which the LSS employs the specific alternative school discipline practice/approach/model/strategy listed.

Findings: Alternative School Discipline Data by the Type of Practices 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 are being implemented by LSSs with regard 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 employs a particular practice/approach/model/strategy, but whether the LSS has ever employed such a practice/approach/model/strategy. 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 categories listed under part one of the survey (communication practices, skill development practices, corrective approaches, referral practices, and consequence practices). Each table indicates the number of LSSs that employ a specific alternative school discipline practice in relation to a particular infraction type. Please note that the corrective approaches category is the only one for which all 24 LSSs did not provide responses.

Attendance Infractions

Survey responses indicate that the following alternative school discipline practices are used by a significant majority 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, parent-teacher conference, and administrator-parent conference;
- skill development practices – PBIS framework, reminder/redirection, and school counselor or other school-based personnel group skill/lesson referral;
- referral practices – mentoring, school counselor, and student support team or other tier 1 support team referrals; and
- consequence practices – verbal correction.

No corrective approaches met this 80 percent/20 out of 24 LSS threshold.

Excluding "other" options, the least used alternative school discipline practices (i.e. used by less than 20 percent of respondents and/or no more than four out of 24 LSSs) for attendance infractions are:

- skill development practices – role play;
- corrective approaches – formal corrective circles with parents, school-based officials, and community members; and
- consequence practices – student court, teen court, and expulsion.

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

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

ANSWER CHOICES	RESPONSES	
Community conference	20.83%	5
Check in/Check out	87.50%	21
Parent outreach	95.83%	23
Progress sheet	66.67%	16
Behavior contract	79.17%	19
Parent:teacher conference	95.83%	23
Conflict resolution conference	25.00%	6
Administrator:parent conference	95.83%	23
Administrator:teacher conference	75.00%	18
Mediation conference	37.50%	9
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Positive Behavior Intervention & Supports (PBIS) framework	100.00%	24
Role Play	16.67%	4
Reminder/redirection	95.83%	23
Peer mediation	29.17%	7
Social emotional learning program referral or academic skill development program referral	66.67%	16
School Counselor or other school-based personnel group skill/ lesson referral	87.50%	21
Academic remediation	79.17%	19
Practice of a classroom procedure	58.33%	14
Trauma-informed care	70.83%	17
Other (please specify)	12.50%	3
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

*Table 6.3 Number of LSSs employing **Corrective Approaches** to address **Attendance Infractions***

ANSWER CHOICES	RESPONSES	
Circle conversation with student and victim	55.56%	10
Restitution	44.44%	8
Formal corrective circle with school-based stakeholders	38.89%	7
Formal corrective circle with parents, school-based officials, and community members	22.22%	4
Other (please specify)	27.78%	5
Total Respondents: 18		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Mentoring	91.67%	22
School Counselor	95.83%	23
Substance abuse counseling service	66.67%	16
School Nurse or School Health Professional	75.00%	18
Mental Health Professional	79.17%	19
Community based organization	70.83%	17
Functional Behavior Assessment, Behavior Intervention Plan	50.00%	12
IEP team	70.83%	17
Student Support Team or other Tier 1 Support Team	95.83%	23
School Psychologist	75.00%	18
Outside counseling organization	66.67%	16
Rehabilitative	33.33%	8
Other (please specify)	12.50%	3
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
After school detention	79.17%	19
Written apology	29.17%	7
Verbal correction	91.67%	22
Loss of school-day privilege	75.00%	18
Community service	20.83%	5
Loss of after-school privilege	75.00%	18
Removal from extra-curricular activity	66.67%	16
Student court	16.67%	4
Temporary removal from class	25.00%	6
Saturday school	54.17%	13
Teen court	12.50%	3
These infractions would lead to a short-term suspension	25.00%	6
These infractions would lead to a long-term suspension	20.83%	5
These infractions would lead to an expulsion	8.33%	2
Other (please specify)	12.50%	3
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

Conduct Infractions

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

- communication practices – check in/check out, parent outreach, behavior contract, parent-teacher conference, conflict resolution conference, administrator-parent conference, and administrator-teacher conference;
- skill development practices – PBIS framework, reminder/redirection, school counselor or other school-based personnel group skill/lesson referral, and practice of a classroom procedure;
- corrective approaches – circle conversation with student and victim;
- 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 referrals; and
- consequence practices – after school detention, written apology, verbal correction, loss of school-day privilege, loss of after-school privilege, removal from extra-curricular activity, temporary removal from class, and short-term suspension.

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

- consequence practices – teen court and expulsion.

All other approaches/practices/models/strategies are used by more than 37.5 percent of/at least nine LSSs.

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

ANSWER CHOICES	RESPONSES	
Community conferencing	45.83%	11
Check in/Check out	91.67%	22
Parent outreach	100.00%	24
Progress sheet	79.17%	19
Behavior contract	91.67%	22
Parent-Teacher conference	100.00%	24
Conflict resolution conference	83.33%	20
Administrator:parent conference	95.83%	23
Administrator:teacher conference	83.33%	20
Mediation conference	70.83%	17
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Positive Behavior Intervention & Supports (PBIS) framework	100.00%	24
Role Play	50.00%	12
Reminder/redirection	95.83%	23
Peer mediation	50.00%	12
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	91.67%	22
Academic remediation	70.83%	17
Practice of a classroom procedure	83.33%	20
Trauma-informed care	70.83%	17
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

*Table 7.3 Number of LSSs employing **Corrective Approaches** to address **Conduct Infractions***

ANSWER CHOICES	RESPONSES	
Circle conversation with student and victim	81.82%	18
Restitution	72.73%	16
Formal corrective circle with school-based stakeholders	63.64%	14
Formal corrective circle with parents, school-based officials, and community members	45.45%	10
Total Respondents: 22		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Mentoring	87.50%	21
School Counselor	100.00%	24
Substance abuse counseling service	62.50%	15
School Nurse or School Health Professional	66.67%	16
Mental Health Professional	87.50%	21
Community-based organization	70.83%	17
Functional Behavior Assessment, Behavior Intervention Plan	95.83%	23
IEP Team	95.83%	23
Student Support Team or other Tier 1 Support Team	95.83%	23
School Psychologist	83.33%	20
Outside counseling organization	70.83%	17
Rehabilitative	37.50%	9
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
After school detention	91.67%	22
Written apology	83.33%	20
Verbal correction	100.00%	24
Loss of school-day privilege	95.83%	23
Community service	41.67%	10
Loss of after-school privilege	91.67%	22
Removal from extra-curricular activity	87.50%	21
Temporary removal from class	95.83%	23
Saturday school	58.33%	14
Teen court	4.17%	1
These infractions would lead to a short term suspension	83.33%	20
These infractions would lead to a long term suspension	54.17%	13
These infractions would lead to an expulsion	12.50%	3
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

Drug and Alcohol Infractions

Survey responses indicate that the following alternative school discipline practices are used by a significant majority 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 and administrator-parent conference;
- skill development practices – school counselor or other school-based personnel group skill/lesson referral;
- referral practices – school counselor, substance abuse counseling service, school nurse or school health professional, mental health professional, and outside counseling organization referrals; and
- consequence practices – removal from extra-curricular activity, short-term suspension, and long-term suspension.

No corrective approaches met this 80 percent/20 out of 24 LSS threshold.

The least used alternative school discipline practices (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 are:

- communication practices – community conference and progress sheet;
- skill development practices – peer mediation; and
- consequence practices – written apology, community service, student court, and teen court.

No corrective approaches or referral practices fell below this 20 percent/four out of 24 LSS threshold.

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

ANSWER CHOICES	RESPONSES	
Community conference	16.67%	4
Check in/Check out	75.00%	18
Parent outreach	91.67%	22
Progress sheet	12.50%	3
Behavior contract	62.50%	15
Parent-Teacher conference	75.00%	18
Conflict resolution conference	20.83%	5
Administrator-Parent conference	100.00%	24
Administrator-Teacher conference	62.50%	15
Mediation conference	20.83%	5
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Positive Behavior Intervention & Supports (PBIS) framework	70.83%	17
Role play	20.83%	5
Reminder/redirection	58.33%	14
Peer mediation	8.33%	2
Social emotional learning program referral or academic skill development program referral	58.33%	14
School Counselor or other school-based personnel group skill/ lesson referral	87.50%	21
Academic remediation	33.33%	8
Practice of a classroom procedure	20.83%	5
Trauma-informed care	70.83%	17
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

*Table 8.3 Number of LSSs employing **Corrective Approaches** to address **Drug and Alcohol Infractions***

ANSWER CHOICES	RESPONSES	
Circle conversation with student and victim	31.25%	5
Restitution	37.50%	6
Formal corrective circle with school-based stakeholders	68.75%	11
Formal corrective circle with parents, school-based officials, and community members	50.00%	8
Total Respondents: 16		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Mentoring	50.00%	12
School Counselor	100.00%	24
Substance abuse counseling service	95.83%	23
School Nurse or School Health Professional	91.67%	22
Mental Health Professional	83.33%	20
Community-based organization	75.00%	18
Functional Behavior Assessment, Behavior Intervention Plan	41.67%	10
IEP Team	54.17%	13
Student Support Team or other Tier 1 Support Team	70.83%	17
School Psychologist	75.00%	18
Outside counseling organization	83.33%	20
Rehabilitative	50.00%	12
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
After school detention	37.50%	9
Written apology	16.67%	4
Verbal correction	45.83%	11
Loss of school-day privilege	58.33%	14
Community service	12.50%	3
Loss of after-school privilege	70.83%	17
Removal from extra-curricular activity	83.33%	20
Student court	4.17%	1
Temporary removal from class	54.17%	13
Saturday school	29.17%	7
Teen court	16.67%	4
These infractions would lead to a short-term suspension	95.83%	23
These infractions would lead to a long-term suspension	87.50%	21
These infractions would lead to an expulsion	33.33%	8
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

Sexual Misconduct Infractions

Survey responses indicate that the following alternative school discipline practices are used by a significant majority 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, parent-teacher conference, and administrator-parent conference;
- skill development practices – school counselor or other school-based personnel group skill/lesson referral and trauma-informed care;
- referral practices – school counselor, mental health professional, student support team or other tier 1 support team, school psychologist, and outside counseling organization referrals; and
- consequence practices – removal from extra-curricular activity, short-term suspension, and long-term suspension.

No corrective approaches met this 80 percent/20 out of 24 LSS threshold.

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

- communication practices – community conference;
- skill development practices – peer mediation, academic remediation, and practice of a classroom procedure;
- corrective approach – restitution;
- consequence practices – community service and teen court.

No referral practices fell below this 20 percent/four out of 24 LSS threshold.

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

ANSWER CHOICES	RESPONSES	
Community conference	16.67%	4
Check in/Check out	41.67%	10
Parent outreach	91.67%	22
Progress sheet	20.83%	5
Behavior contract	58.33%	14
Parent-Teacher conference	83.33%	20
Conflict resolution conference	33.33%	8
Administrator-Parent conference	100.00%	24
Administrator-Teacher conference	62.50%	15
Mediation conference	29.17%	7
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Positive Behavior Intervention & Supports (PBIS) framework	58.33%	14
Role play	29.17%	7
Reminder/redirection	58.33%	14
Peer mediation	12.50%	3
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	8.33%	2
Practice of a classroom procedure	16.67%	4
Trauma-informed care	83.33%	20
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

*Table 9.3 Number of LSSs employing **Corrective Approaches** to address **Sexual Misconduct Infractions***

ANSWER CHOICES	RESPONSES	
Circle conversation with student and victim	53.85%	7
Restitution	15.38%	2
Formal corrective circle with school-based stakeholders	76.92%	10
Formal corrective circle with parents, school-based officials, and community members	46.15%	6
Total Respondents: 13		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Mentoring	41.67%	10
School Counselor	87.50%	21
Substance abuse counseling service	25.00%	6
School Nurse or School Health Professional	54.17%	13
Mental Health Professional	87.50%	21
Community-based organization	70.83%	17
Functional Behavior Assessment, Behavior Intervention Plan	62.50%	15
IEP Team	50.00%	12
Student Support Team or other Tier 1 Support Team	87.50%	21
School Psychologist	95.83%	23
Outside counseling organization	91.67%	22
Rehabilitative	29.17%	7
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
After school detention	37.50%	9
Written apology	45.83%	11
Verbal correction	66.67%	16
Loss of school-day privilege	70.83%	17
Community service	16.67%	4
Loss of after-school privilege	75.00%	18
Removal from extra-curricular activity	83.33%	20
Temporary removal from class	66.67%	16
Saturday school	29.17%	7
Teen Court	4.17%	1
These infractions would lead to a short term suspension	100.00%	24
These infractions would lead to a long term suspension	95.83%	23
These infractions would lead to an expulsion	58.33%	14
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

Violent Infractions

Survey responses indicate that the following alternative school discipline practices are used by a significant majority 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, and administrator-parent conference;
- skill development practices – PBIS framework, school counselor or other school-based personnel group skill/lesson referral, and trauma-informed care;
- 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 outside counseling organization referrals; and
- consequence practices – short-term suspension, long-term suspension, and expulsion.

No corrective approaches met this 80 percent/20 out of 24 LSS threshold.

The only alternative school discipline practice used by less than 20 percent of respondents and/or no more than four out of 24 LSSs is role play (consequence practice). No other approaches/practices/ models/strategies fell below this threshold.

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

ANSWER CHOICES	RESPONSES	
Community conference	45.83%	11
Check in/ Check out	58.33%	14
Parent outreach	91.67%	22
Progress sheet	50.00%	12
Behavior contract	83.33%	20
Parent-Teacher conference	75.00%	18
Conflict resolution conference	79.17%	19
Administrator-Parent conference	100.00%	24
Administrator-Teacher conference	75.00%	18
Mediation conference	70.83%	17
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Positive Behavior Intervention & Supports (PBIS) framework	86.96%	20
Role play	17.39%	4
Reminder/redirection	60.87%	14
Peer mediation	43.48%	10
Social emotional learning program referral or academic skill development program referral	73.91%	17
School Counselor or other school-based personnel group skill/ lesson referral	95.65%	22
Academic remediation	26.09%	6
Practice of a classroom procedure	30.43%	7
Trauma-informed care	86.96%	20
Total Respondents: 23		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

*Table 10.3 Number of LSSs employing **Corrective Approaches** to address **Violent Infractions***

ANSWER CHOICES	RESPONSES	
Circle conversation with student and victim	73.68%	14
Restitution	52.63%	10
Formal corrective circle with school-based stakeholders	68.42%	13
Formal corrective circle with parents, school-based officials, and community members	57.89%	11
Total Respondents: 19		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
Mentoring	75.00%	18
School Counselor	91.67%	22
Substance abuse counseling service	37.50%	9
School Nurse or School Health Professional	50.00%	12
Mental Health Professional	83.33%	20
Community based organization	70.83%	17
Functional Behavior Assessment, Behavior Intervention Plan	95.83%	23
IEP Team	87.50%	21
Student Support Team or other Tier 1 Support Team	87.50%	21
School Psychologist	100.00%	24
Outside counseling organization	91.67%	22
Rehabilitative	41.67%	10
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

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

ANSWER CHOICES	RESPONSES	
After school detention	45.83%	11
Written apology	50.00%	12
Verbal correction	62.50%	15
Loss of school-day privilege	70.83%	17
Community service	29.17%	7
Loss of after-school privilege	79.17%	19
Removal from extra-curricular activity	79.17%	19
Temporary removal from class	75.00%	18
Saturday school	45.83%	11
Teen court	20.83%	5
These infractions would lead to a short term suspension	95.83%	23
These infractions would lead to a long term suspension	100.00%	24
These infractions would lead to an expulsion	91.67%	22
Total Respondents: 24		

Note: The data in the Responses column show both the percentage and number of LSSs who responded by affirming that the LSS has employed the specific alternative school discipline practice/approach/model/strategy listed in the Answer Choices column.

Considerations

This report presents baseline statewide data on alternative school discipline practices 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 are employed across their school system and with what frequency.
- Results of the survey indicate that LSSs are employing many different alternative discipline practices, with no single dominant practice/approach/model/strategy operating statewide.
- The survey data indicate that a majority of LSSs utilize all of the various communication practices (with mediation conferences being the one exception) and skill development practices (with role play and peer mediation being the two exceptions) listed in the survey about half of the time or more frequently.
- The survey data indicate that the following alternative school discipline practices are employed by a significant majority of LSSs (i.e. by more than 80 percent/at least 20 out of 24 LSSs) in response to at least four of the five infraction categories (attendance, conduct, drugs and alcohol, sexual misconduct, and violence): parent outreach and administrator-parent conferences (both communication practices), school counselor or other school-based personnel group skill/lesson referral (skill development practice), school counselor referrals and student support team or other tier 1 support team referrals (both referral practices), and short-term suspensions (consequence practice).
- Tables 6-10 indicate that corrective (or restorative) approaches are being used to varying degrees across the State. Enhanced training and support for LSSs will be necessary to improve knowledge and understanding of this alternative school discipline model among educators and to help develop and implement effective practices, policies, and procedures at the school system and individual school level.
- MSDE Specialists will continue to provide technical assistance to LSSs to help develop their capacity to increase the implementation of PBIS, corrective/restorative approaches, social-emotional skill programs, trauma responsive care, family engagement, anti-bully initiatives, behavior threat assessments, and discipline root cause analysis.
- The Task Force on Student Discipline Regulations, which the Maryland State Board of Education recently established, has recommended that the MSDE review and update *The Maryland Guidelines for a State Code of Discipline*, which was adopted in 2014.

Appendix A:

Maryland State Department of Education Alternative School Discipline Practices Data Collection 2018-2019 Survey

Rationale

The Annotated Code of Maryland Education Article Section 7-306 – *School Discipline – Data Collection and Education* **Article and Chapter 691 (House Bill 725) –** *Restorative Approaches* **both require data collection on the types of alternative discipline practices that are used in a local school system and the type of misconduct for which an alternative discipline practice is used.**

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. These practices will be shared with local school systems and will be used to update the** *Resource Guide of Maryland School Discipline Practices***.**

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 K-12 school administrators in your school system. The MSDE is not looking for exact metrics at this time. Results will be collated and made available by State and local school system. 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 16, 2019.

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

[▲▼]

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, corrective 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)	◯	◯	◯	◯	◯
Parent - Teach conference, in person	◯	◯	◯	◯	◯
Parent - administrator conference, in person	◯	◯	◯	◯	◯
Check-in Check-out with a school-based adult	◯	◯	◯	◯	◯
Daily or weekly student progress sheet (digital or paper)	◯	◯	◯	◯	◯
Mediation conference	◯	◯	◯	◯	◯
Behavior contract	◯	◯	◯	◯	◯
Administrator - Teacher support related to interaction(s) with a student	◯	◯	◯	◯	◯

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	○	○	○	○	○
Trauma-informed care	○	○	○	○	○
Role play	○	○	○	○	○
Reminder/redirection to an appropriate replacement behavior	○	○	○	○	○
Peer mediation	○	○	○	○	○
Participation in a social emotional learning program	○	○	○	○	○
Participation in an academic skill development program	○	○	○	○	○
Participation in a targeted skill session with a student service professional	○	○	○	○	○
Review and practice of a classroom procedure	○	○	○	○	○

Corrective Approaches

4. Indicate to what degree each of the following corrective 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	○	○	○	○	○
Peer mediation	○	○	○	○	○
Other forms of mediation	○	○	○	○	○
Restorative conferences (the act of repairing the harm done)	○	○	○	○	○
Formal corrective circle with school-based stakeholders and a written agreement	○	○	○	○	○
Formal corrective circle with parents, school-based stakeholders, community member(s), and a written agreement	○	○	○	○	○
Rehabilitation	○	○	○	○	○

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)	○	○	○	○	○
Referral to a School Counselor and/or School Psychologist	○	○	○	○	○
Referral to the Student Support Team or other Tier 1 support team	○	○	○	○	○
Referral to the School Nurse or School Health Professional	○	○	○	○	○
Referral to a School-Based Social Worker, Pupil Personnel Worker, Behavior Interventionist, or a School-Based Mental Health Worker	○	○	○	○	○
Referral to a community-based Mental Health Professional	○	○	○	○	○
Referral to a substance abuse counseling service	○	○	○	○	○
Referral to complete a Functional Behavior Assessment, Behavior Intervention Plan	○	○	○	○	○
Referral to a community-based agency	○	○	○	○	○
Referral to the Individualized Education Program Team	○	○	○	○	○
Referral for rehabilitative services	○	○	○	○	○

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)	◯	◯	◯	◯	◯
Verbal correction	◯	◯	◯	◯	◯
After school detention	◯	◯	◯	◯	◯
Community service	◯	◯	◯	◯	◯
Loss of school day privilege	◯	◯	◯	◯	◯
Loss of after school privilege	◯	◯	◯	◯	◯
Removal from extra-curricular activity	◯	◯	◯	◯	◯
Temporary removal from class	◯	◯	◯	◯	◯
Teen court	◯	◯	◯	◯	◯
Saturday School	◯	◯	◯	◯	◯

**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**

☐ Community conference   ☐ Parent:teacher conference

☐ Check in/Check out   ☐ Conflict resolution conference

☐ Parent outreach   ☐ Administrator:parent conference

☐ Progress sheet   ☐ Administrator:teacher conference

☐ Behavior contract   ☐ Mediation conference

Other (please specify)

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8. **Skill development practices**

☐ Positive Behavior Intervention & Supports (PBIS) framework   ☐ School Counselor or other school-based personnel group skill/ lesson referral

☐ Role Play

☐ Reminder/redirection   ☐ Academic remediation

☐ Peer mediation   ☐ Practice of a classroom procedure

☐ Social emotional learning program referral or academic skill development program referral   ☐ Trauma-informed care

☐ Other (please specify)

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9. **Corrective approaches**

☐ Circle conversation with student and victim

☐ Formal corrective circle with school-based stakeholders

☐ Restitution

☐ Formal corrective circle with parents, school-based officials, and community members

☐ Other (please specify)

[ ]

10. **Referral practices**

☐ Mentoring

☐ Functional Behavior Assessment, Behavior Intervention Plan

☐ School Counselor

☐ IEP team

☐ Substance abuse counseling service

☐ Student Support Team or other Tier 1 Support Team

☐ School Nurse or School Health Professional

☐ School Psychologist

☐ Mental Health Professional

☐ Outside counseling organization

☐ Community based organization

☐ Rehabilitative

☐ Other (please specify)

[ ]

11. **Consequence practices**

☐ After school detention

☐ Student court

☐ Written apology

☐ Temporary removal from class

☐ Verbal correction

☐ Saturday school

☐ Loss of school-day privilege

☐ Teen court

☐ Community service

☐ These infractions would lead to a short-term suspension

☐ Loss of after-school privilege

☐ These infractions would lead to a long-term suspension

☐ Removal from extra-curricular activity

☐ These infractions would lead to an expulsion

☐ 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**

☐ Community conferencing   ☐ Parent-Teacher conference

☐ Check in/Check out   ☐ Conflict resolution conference

☐ Parent outreach   ☐ Administrator:parent conference

☐ Progress sheet   ☐ Administrator:teacher conference

☐ Behavior contract   ☐ Mediation conference

Other (please specify)

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13. **Skill development practices**

☐ Positive Behavior Intervention & Supports (PBIS) framework   ☐ School Counselor or other school-based personnel group skill/ lesson referral

☐ Role Play

☐ Reminder/redirection   ☐ Academic remediation

☐ Peer mediation   ☐ Practice of a classroom procedure

☐ Social emotional learning program referral or academic skill development program referral   ☐ Trauma-informed care

Other (please specify)

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14. **Corrective approaches**

☐ Circle conversation with student and victim

☐ Formal corrective circle with school-based stakeholders

☐ Restitution

☐ Formal corrective circle with parents, school-based officials, and community members

Other (please specify)

[ ]

15. **Referral practices**

☐ Mentoring

☐ Functional Behavior Assessment, Behavior Intervention Plan

☐ School Counselor

☐ IEP Team

☐ Substance abuse counseling service

☐ Student Support Team or other Tier 1 Support Team

☐ School Nurse or School Health Professional

☐ School Psychologist

☐ Mental Health Professional

☐ Outside counseling organization

☐ Community-based organization

☐ Rehabilitative

Other (please specify)

[ ]

16. **Consequence practices**

☐ After school detention

☐ Temporary removal from class

☐ Written apology

☐ Saturday school

☐ Verbal correction

☐ Teen court

☐ Loss of school-day privilege

☐ These infractions would lead to a short term suspension

☐ Community service

☐ These infractions would lead to a long term suspension

☐ Loss of after-school privilege

☐ These infractions would lead to an expulsion

☐ Removal from extra-curricular activity

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**

☐ Community conference   ☐ Parent-Teacher conference

☐ Check in/Check out   ☐ Conflict resolution conference

☐ Parent outreach   ☐ Administrator-Parent conference

☐ Progress sheet   ☐ Administrator-Teacher conference

☐ Behavior contract   ☐ Mediation conference

Other (please specify)

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18. **Skill development practices**

☐ Positive Behavior Intervention & Supports (PBIS) framework   ☐ School Counselor or other school-based personnel group skill/ lesson referral

☐ Role play

☐ Reminder/redirection   ☐ Academic remediation

☐ Peer mediation   ☐ Practice of a classroom procedure

☐ Social emotional learning program referral or academic skill development program referral   ☐ Trauma-informed care

Other (please specify)

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19. **Corrective approaches**

☐ Circle conversation with student and victim

☐ Restitution

☐ Formal corrective circle with school-based stakeholders

☐ Formal corrective circle with parents, school-based officials, and community members

Other (please specify)

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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

Other (please specify)

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21. **Consequence practices**

☐ After school detention

☐ Written apology

☐ Verbal correction

☐ Loss of school-day privilege

☐ Community service

☐ Loss of after-school privilege

☐ Removal from extra-curricular activity

☐ Student court

☐ Temporary removal from class

☐ Saturday school

☐ Teen court

☐ These infractions would lead to a short-term suspension

☐ These infractions would lead to a long-term suspension

☐ These infractions would lead to an expulsion

Other (please specify)

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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**

☐ Community conference

☐ Check in/Check out

☐ Parent outreach

☐ Progress sheet

☐ Behavior contract

☐ Parent-Teacher conference

☐ Conflict resolution conference

☐ Administrator-Parent conference

☐ Administrator-Teacher conference

☐ Mediation conference

Other (please specify)

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23. **Skill development practices**

☐ Positive Behavior Intervention & Supports (PBIS) framework

☐ Role play

☐ Reminder/redirection

☐ Peer mediation

☐ Social emotional learning program referral or academic skill development program referral

☐ School Counselor or other school-based personnel group skill/ lesson referral

☐ Academic remediation

☐ Practice of a classroom procedure

☐ Trauma-informed care

Other (please specify)

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24. **Corrective approaches**

☐ Circle conversation with student and victim

☐ Formal corrective circle with school-based stakeholders

☐ Restitution

☐ Formal corrective circle with parents, school-based officials, and community members

Other (please specify)

[ ]

25. **Referral practices**

☐ Mentoring

☐ Functional Behavior Assessment, Behavior Intervention Plan

☐ School Counselor

☐ IEP Team

☐ Substance abuse counseling service

☐ Student Support Team or other Tier 1 Support Team

☐ School Nurse or School Health Professional

☐ School Psychologist

☐ Mental Health Professional

☐ Outside counseling organization

☐ Community-based organization

☐ Rehabilitative

Other (please specify)

[ ]

26. **Consequence practices**

☐ After school detention

☐ Temporary removal from class

☐ Written apology

☐ Saturday school

☐ Verbal correction

☐ Teen Court

☐ Loss of school-day privilege

☐ These infractions would lead to a short term suspension

☐ Community service

☐ These infractions would lead to a long term suspension

☐ Loss of after-school privilege

☐ These infractions would lead to an expulsion

☐ Removal from extra-curricular activity

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**

☐ Community conference

☐ Check in/ Check out

☐ Parent outreach

☐ Progress sheet

☐ Behavior contract

☐ Parent-Teacher conference

☐ Conflict resolution conference

☐ Administrator-Parent conference

☐ Administrator-Teacher conference

☐ Mediation conference

Other (please specify)

28. **Skill development practices**

☐ Positive Behavior Intervention & Supports (PBIS) framework

☐ Role play

☐ Reminder/redirection

☐ Peer mediation

☐ Social emotional learning program referral or academic skill development program referral

☐ School Counselor or other school-based personnel group skill/ lesson referral

☐ Academic remediation

☐ Practice of a classroom procedure

☐ Trauma-informed care

Other (please specify)

29. Corrective approaches

☐ Circle conversation with student and victim

☐ Formal corrective circle with school-based stakeholders

☐ Restitution

☐ Formal corrective circle with parents, school-based officials, and community members

Other (please specify)

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30. Referral practices

☐ Mentoring

☐ Functional Behavior Assessment, Behavior Intervention Plan

☐ School Counselor

☐ IEP Team

☐ Substance abuse counseling service

☐ Student Support Team or other Tier 1 Support Team

☐ School Nurse or School Health Professional

☐ School Psychologist

☐ Mental Health Professional

☐ Outside counseling organization

☐ Community based organization

☐ Rehabilitative

Other (please specify)

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31. Consequence practices

☐ After school detention

☐ Temporary removal from class

☐ Written apology

☐ Saturday school

☐ Verbal correction

☐ Teen court

☐ Loss of school-day privilege

☐ These infractions would lead to a short term suspension

☐ Community service

☐ These infractions would lead to a long term suspension

☐ Loss of after-school privilege

☐ These infractions would lead to an expulsion

☐ Removal from extra-curricular activity

Other (please specify)

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Thank you

We appreciate the time you took to provide responses to this survey. If you would be interested in working more closely with upcoming initiatives related to student conduct and alternative discipline please share your contact information below.

32. Name

33. Location

34. Preferred email address