

## Rationale

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

**This survey is divided into two parts.**

**Part one is intended to:**

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

**Part two is intended to:**

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

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

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

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

**For More Information:**

***Please feel free to contact Christen Fanelli at [christen.fanelli@maryland.gov](mailto:christen.fanelli@maryland.gov) or 410-767-0288 with any questions.***

\* 1. Local Education Agency

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

**Name**

**Email Address**

**Phone Number**

**Alternative Discipline Practices  
Part 1**

**Alternative Discipline Approaches**

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

**Communication Practices**

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

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

**Skill Development Practices**

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

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

## Restorative Approaches

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

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

**Referral Practices**

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

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

community-based  
agency

Referral to truancy  
diversion panel

Referral to a system  
level alternative  
placement

Referral for threat  
assessment

## Consequence Practices

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

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

**Misconduct and Alternative Discipline Practices  
Part 2**

**Misconduct and Alternative Discipline Practices**

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

## Attendance Infractions

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

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

### 8. Communication practices

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

Other (please specify)

### 9. Skill development practices

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

## 10. Restorative approaches

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

## 11. Referral practices

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

## 12. Consequence practices

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

## Conduct Infractions

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

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

### 13. Communication practices

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

Other (please specify)

### 14. Skill development practices

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

### 15. Restorative approaches

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

### 16. Referral practices

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

**17. Consequence practices**

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

## Drugs and Alcohol Infractions

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

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

### 18. Communication practices

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

Other (please specify)

### 19. Skill development practices

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

**20. Restorative approaches**

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

**21. Referral practices**

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

**22. Consequence practices**

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

## Sexual Misconduct Infractions

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

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

### 23. Communication practices

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

Other (please specify)

### 24. Skill development practices

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

**25. Restorative approaches**

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

**26. Referral practices**

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

**27. Consequence practices**

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

## Violent Infractions

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

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

### 28. Communication practices

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

Other (please specify)

### 29. Skill development practices

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

### 30. Restorative approaches

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

### 31. Referral practices

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

### 32. Consequence practices

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