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MARYLAND STATE DEPARTMENT OF
EDUCATION
PREPARING WORLD CLASS STUDENTS

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TO: Members of the State Board of Education

FROM: Karen B. Salmon, Ph.D.

DATE: January 24, 2017

SUBJECT: Code of Maryland Regulations (COMAR) 13A.08.01.21
Reducing and Eliminating Disproportionate/Discrepant Impact
UPDATE

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PURPOSE:

The purpose of this agenda item is to provide the Maryland State Board of Education with information pertaining to the method developed by the Maryland State Department of Education (MSDE) to analyze local school system discipline data to determine whether school discipline practices have a disproportionate impact on students of color and students with disabilities. Maryland's method to determine disproportionality in school discipline is described in detail in the report *Reducing and Eliminating Disproportionality in School Discipline* (Attachment I).

BACKGROUND:

In July 2012, the Maryland State Board of Education issued a report declaring that school discipline and academic success are equal partners in education reform. As a result, the State Board adopted regulations making it clear that exclusionary discipline should be used as a last resort and, where necessary, it should be used equitably across the student population. While Maryland has reduced the use of exclusionary discipline overall during the past decade, the experience of individual student groups varies widely. For example, according to 2015-2016 data, 8.1% of African American students and 10.1% of students with disabilities in Maryland received an out-of-school suspension or expulsion, compared to just 2.3% of white students and 3.6% of students without disabilities. To spark reform in the area of equitable discipline, the State Board directed the MSDE to develop a method to analyze local school system discipline data to determine whether school discipline practices have a disproportionate impact on students of color and students with disabilities (COMAR 13A.08.01.21).

EXECUTIVE SUMMARY:

Method for Measuring Disproportionality

The MSDE proposes to analyze each school system's out-of-school suspension and expulsion (collectively referred to as "removal") data, by school, using two complementary measures focused on disproportionality. One measure is the "risk ratio" measure. The risk ratio compares the removal rate of each student group in a school to the removal rate of a comparison group in the school (i.e. all other students in the school).

The risk ratio measure captures whether the "risk" of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in this

context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means the risk of removal is proportionate. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher and, therefore, disproportionate to some degree.

The second measure is the "State comparison" measure. The State comparison measure compares the removal rate of each student group in a school to a statewide removal rate. The statewide removal rate is a three-year cumulative rate based on the prior three years of Maryland's out-of-school suspension/expulsion and enrollment data. Due to the fact that the frequency of removal varies by grade band, the MSDE will calculate two separate statewide removal rates, one for elementary school and one for middle/high school. Thus, the Maryland model captures not only disproportionality among student groups within schools, but also whether a particular school is applying exclusionary discipline more frequently than statewide removal rates.

In accordance with COMAR 13A.08.01.21, the MSDE has set a threshold for a school's discipline process to be identified as having a disproportionate impact on students of color and students with disabilities. The threshold has been set at 3.0. If at least one student group within a school meets or exceeds 3.0 on both the risk ratio and State comparison measures, then that school will be identified. Recognizing that Maryland still has much work to do, the current threshold represents a reasonable starting point that prioritizes the schools with the most serious problems and also begins to move all school systems toward equitable discipline practices.

Phases of Implementation

In January 2017, the MSDE will deliver to each local school system its removal data by school and a *Resource Guide of Maryland School Discipline Practices* (Attachment II). The MSDE will provide professional development to school systems for the remainder of the 2016-2017 school year. During the 2017-2018 school year, school systems and individual schools will begin to form disproportionality review teams to analyze the root causes of any disproportionality in their data and to implement interventions. The MSDE will provide a differentiated system of support, continue to engage stakeholders, and refine the metrics of the Maryland model for measuring disproportionality as necessary in response to data. Thus, the MSDE expects full implementation to occur during the 2018-2019 school year. At that time, school systems with identified schools will be expected to prepare and present a plan to reduce, and ultimately eliminate, disproportionality.

ACTION:

For information purposes only.

Attachments (2)

Reducing and Eliminating Disproportionality in School Discipline

Maryland's Method for Measuring Disproportionality
Using Out-of-School Suspension and Expulsion Data

January 2017

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Background on Disproportionality

In July 2012, the Maryland State Board of Education issued a groundbreaking report on school discipline practices declaring that school discipline and academic success are equal partners in education reform. The report noted that school discipline practices, particularly out-of-school suspensions and expulsions, are linked to academic achievement for the simple reason that in order for students to have an opportunity to receive a world class education, they first and foremost need to be in school.

When a student is excluded from school, the exclusion impacts not just the student, but also the family and the school. For the student, suspensions are a leading factor in a student's decision to drop out of school. For the family that has young children, the risks associated with an unsupervised child must be balanced against the financial cost of missing work to stay home with that child. For the school, exclusionary discipline is often associated with less satisfactory ratings of school climate and negative achievement outcomes. When schools rely too heavily on exclusionary discipline, the impacts are both negative and cumulative.[1]
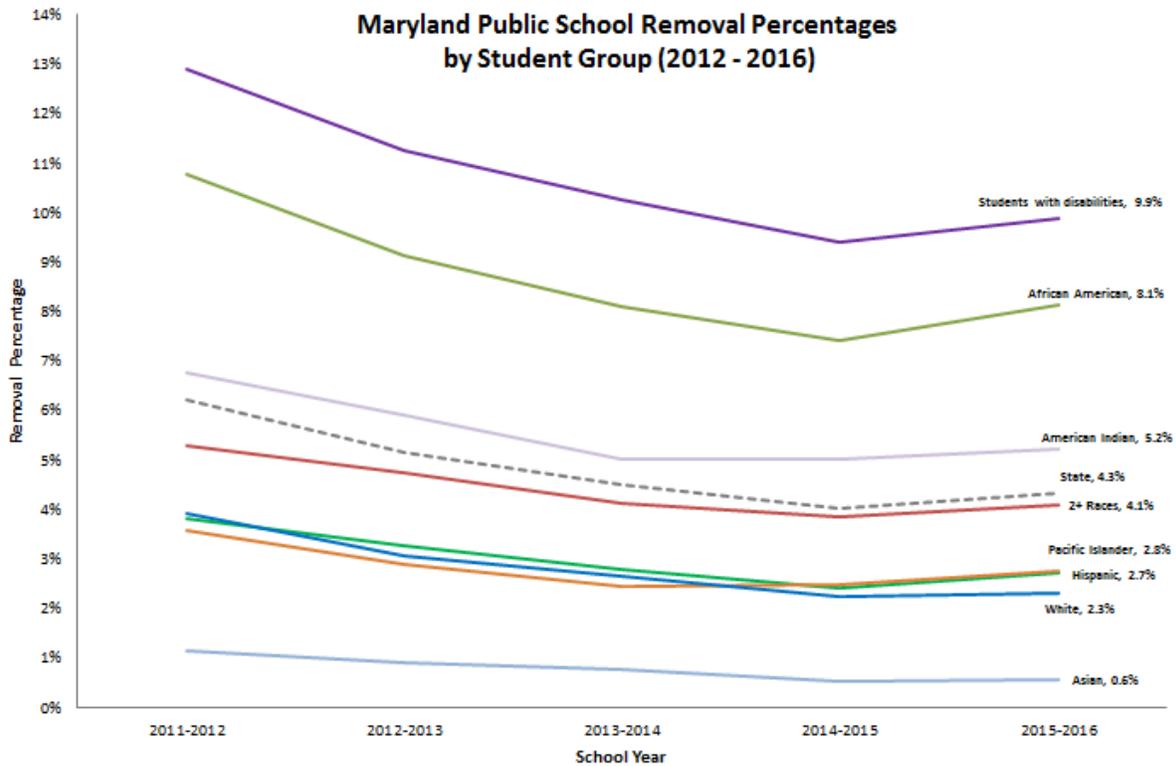
The State Board's report emphasized that out-of-school suspensions and expulsions should be used as a last resort and used equitably across student populations. Yet, according to the 2013-2014 Civil Rights Data Collection, released by the United States Department of Education (ED) in June 2016, students of color and students with disabilities across the country continue to experience disproportionality in school discipline. Maryland has made significant progress in decreasing the use of exclusionary discipline, but there is important work left to do in order to move toward equity.

Maryland has cut the use of exclusionary discipline practices by half in the last decade. According to 2005-2006 data, 8.7% of all students in Maryland public schools (kindergarten through 12th grade) received an out-of-school suspension or expulsion. According to 2015-2016 data, 4.3% of all students received an out-of-school suspension or expulsion. However, when Maryland's data is disaggregated by student group, it becomes clear that the experience of individual student groups varies widely (Figure 1). For example, 8.1% of African American students and 10.1% of students with disabilities received an out-of-school suspension or expulsion, compared to just 2.3% of white students and 3.6% of students without disabilities. While the use of exclusionary discipline has decreased for all students in Maryland, when out-of-school suspensions and expulsions are used, the data demonstrate that students of color and students with disabilities are more likely to be removed from school.[2]

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[1] Maryland State Board of Education, *School Discipline and Academic Success: Related Parts of Maryland's Education Reform*, July 2012, available at: http://archives.marylandpublicschools.org/NR/rdonlyres/42ED8EDA-AF34-4058-B275-03189163882D/32853/SchoolDisciplineandAcademicSuccessReportFinalJuly2.pdf

[2] Maryland State Department of Education, *Suspensions, Expulsions, and Health Related Exclusions: Maryland Public Schools 2015-2016*, October 2016, available at: http://archives.marylandpublicschools.org/MSDE/divisions/planningresultstest/doc/20152016Student/20152016SuspensionsbySchool.pdf

Figure 1.

Figure 1. Maryland Public School Removal Percentages by Student Group (2012 - 2016)

Students with disabilities, 9.9%
African American, 8.1%
American Indian, 5.2%
State, 4.3%
2+ Races, 4.1%
Pacific Islander, 2.8%
Hispanic, 2.7%
White, 2.3%
Asian, 0.6%

Y-axis: Removal Percentage
X-axis: School Year (2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016)

To spark reform in the area of equitable discipline, the State Board adopted a regulation in January 2014, which directed the Maryland State Department of Education (MSDE) to develop a method to analyze local school system discipline data to determine whether school discipline practices are having a disproportionate impact on students of color and students with disabilities (COMAR 13A.08.01.21).

The regulation acknowledges that there is a "discrepancy model" that has been used for federal reporting in special education, but requires a State model that is distinguishable in three key ways. First, the State model must include data for general education students in addition to special education students. Second, data will be analyzed at the school level rather than at the school system level, so that the impact of school discipline practices can be evaluated precisely at the point where they are applied to students. Third, school systems with schools identified as having disproportionate impact will be required to prepare and present a plan to reduce, and ultimately eliminate, disproportionality.

COMAR 13A.08.01.21

A. The Department shall develop a method to analyze local school system discipline data to determine whether there is a disproportionate impact on minority students.
B. The Department may use the discrepancy model to assess the impact of discipline on special education students.
C. If the Department identifies a school's discipline process as having a disproportionate impact on minority students or a discrepant impact on special education students, the local school system shall prepare and present to the State Board a plan to reduce the impact within 1 year and eliminate it within 3 years.
D. The local school system will report its progress annually to the State Board.

The Maryland Model

In response to the State Board's directive, the MSDE has worked with advocates, stakeholders, and researchers to develop a State model for measuring disproportionality in school discipline.[3] The Maryland model will analyze out-of-school suspension and expulsion (removal) data using two complementary measures, risk ratio and State comparison, described in more detail below and illustrated in Appendix A.

Throughout this report, the term "removal" refers to an out-of-school suspension or expulsion. In-school suspensions and other forms of school discipline are not included in the analysis. The data to be used in the Maryland model will be unduplicated. Therefore, the term "unduplicated" is also important to understand because what is being counted is the number of students who received one or more out-of-school suspensions or expulsions, not the number of out-of-school suspensions or expulsions issued. Put another way, regardless of whether the same student has been removed one time, two times, or even five times, it will be counted as one unduplicated student. The Maryland model focuses on the unduplicated number of students because, for some student groups, the risk of removal is higher the very first time they face school discipline. Even if a student has no history of misbehavior, if disproportionality exists, then removal is a more likely response to that student's behavior simply by virtue of his or her color or disability.

The Maryland model analyzes removal data for all students using the risk ratio and State comparison measures. Utilizing the same model for all students is an important consideration for equity. It also makes sense given the distinguishing features of the Maryland model. By analyzing removal data at the individual school level, the MSDE continues to support the

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[3] The MSDE reviewed, and was influenced by, a number of methods for measuring disproportionality. *See, e.g.,* Dan Losen et al., *Are We Closing the School Discipline Gap?*, February 2015, available at: https://www.civilrightsproject.ucla.edu/resources/projects/center-for-civil-rights-remedies/school-to-prison-folder/federal-reports/are-we-closing-the-school-discipline-gap

transformation of school climate by viewing it, in part, through the added lens of disproportionality. Analyzing data through this lens is a critical first step as schools begin to develop targeted interventions to address root causes of disproportionality, and school systems institute data-informed plans to reduce, and ultimately eliminate, disproportionality in school discipline for all students.

Step One: Removal Rates

To measure disproportionality, it is necessary first to determine the removal rate for each student group within a school. A removal rate is calculated by dividing the unduplicated number of students in a particular student group suspended or expelled in a school by the number of students in that student group enrolled in the school. Removal data will be disaggregated within each school only for student groups with 10 or more students enrolled (e.g. African American, Hispanic, other racial/ethnic groups, and students with disabilities).

For example:

- 200 Hispanic students are enrolled in a school and 5 of those students were suspended or expelled at least once (5 / 200 = 0.025). Therefore, the removal rate for Hispanic students in that school is 2.5%.

- 8 white students are enrolled in a school and 4 of those students were suspended or expelled at least once (4 / 8 = 0.50). The removal rate for white students in that school will not be reported because fewer than 10 white students are enrolled.

As illustrated above, the Maryland model only includes data for student groups that meet or exceed the minimum n-size of 10 enrolled students. The MSDE selected a minimum n-size of 10 for two related reasons. First, it represents a proper balance between concerns about student privacy and accountability. If the n-size is too small, there is a risk that individual students may be identifiable in data that is available to the general public. However, if the n-size is too large, there is a risk that a larger number of schools will be excluded from the analysis. Second, a minimum n-size of 10 aligns with current data suppression practices. The MSDE uses that n-size when publishing data on its website for public reference, such as the Maryland Report Card.

Additionally, the Maryland model only includes data when the number of removals meets or exceeds the minimum cell size of three. In contrast to n-size, which focuses on the number of students in a particular student group who are enrolled, cell size reflects the number of students in a particular student group who are removed from school. For example, if only one student in a student group is removed from school, then it will not be incorporated into the analysis because it does not meet the minimum cell size of three. This minimum value prevents identification of schools that remove a small number of students and which may also have small n-sizes.

Step Two: Risk Ratio Measure

Once each student group's removal rate is calculated, the MSDE will conduct disproportionality analysis using each of two measures to provide a comprehensive picture of how removals impact various student groups. One measure is the "risk ratio" measure, which compares the removal rate of each student group in a school to the removal rate of a comparison group in the school (i.e. all other students in the school). To calculate this ratio, the removal rate of a student group is divided by the removal rate of all other students in the comparison group.[4]

For example:

- If the removal rate for African American students in a school is 10% and the removal rate for all other students (i.e. those who are not African American) in the school is 5%, then the risk of removal is two times (10 / 5 = 2.0) higher for African American students in that school. Therefore, the risk ratio is 2.0.

- If the removal rate for students with disabilities in a school is 24% and the removal rate for all other students (i.e. students without disabilities) in the school is 6%, then the risk of removal is four times (24 / 6 = 4) higher for students with disabilities in that school. Therefore, the risk ratio is 4.0.

As the name implies, this measure captures whether the "risk" of removal for a student in one student group is lower or higher than the risk of removal for a student in the comparison group. Risk, in this context, refers to the likelihood that a student will receive an out-of-school suspension or expulsion. A risk ratio of 1.0 means that the risk is proportionate. Therefore, the risk of an Asian student receiving an out-of-school suspension or expulsion is equal to the risk of a non-Asian student receiving a removal. A risk ratio below 1.0 means the risk is lower, while a risk ratio above 1.0 means the risk is higher, and disproportionate to some degree.

Step Three: State Comparison Measure

To further develop the MSDE's analysis of disproportionality, another measure called the "State comparison" measure will be used. It compares the removal rate of each student group in a school to a statewide removal rate for all students. To calculate it, the removal rate of a student group is divided by the applicable statewide removal rate. The statewide removal rate is a three-year cumulative removal rate based on the prior three years of Maryland's out-of-school suspension/expulsion and enrollment data. Because the frequency of removal varies between elementary and middle/high school, the MSDE will calculate two separate statewide removal rates, one for each of those two grade bands.

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[4] If the comparison group is fewer than 10 students, a school system wide comparison group will be used instead.

For example:

- If an elementary school's removal rate for students of two or more races is 6% and the statewide removal rate for all students in Maryland elementary schools is 4% then the risk of removal for students of two or more races in that elementary school is one and a half times (6 / 4 = 1.5) higher than the risk of removal for elementary students statewide. Therefore, the State comparison ratio is 1.5.

- If a middle school's removal rate for students with disabilities is 18% and the statewide removal rate for all students in Maryland middle/high schools is 6%, then the risk of removal for students with disabilities in that middle school is three times (18 / 6 = 3.0) higher than the risk of removal for middle/high school students statewide. Therefore, the State comparison ratio is 3.0.

Based on Maryland's out-of-school suspension/expulsion and enrollment data for school years (SY) 2013-2014, 2014-2015, and 2015-2016, the current statewide removal rate for elementary school is 1.53% and the current statewide removal rate for middle/high school is 6.75%. Importantly, the statewide removal rate for each of those grade bands will be re-calculated every three years to reflect contemporary data, allowing the State to monitor its collective progress over time.

Thus, the Maryland model captures not only disproportionality among student groups within schools, but also whether a particular school is applying exclusionary discipline more frequently than statewide removal rates. In this way, the Maryland model continues to build on the progress Maryland has achieved in decreasing exclusionary discipline overall, while adding the lens of disproportionality that is necessary to move the State toward equity.

Data Limitations

For purposes of measuring disproportionality using the Maryland model, the MSDE will utilize out-of-school suspension and expulsion data collected as part of the annual *Student Discipline and Health Related Exclusions* data collection. It should be noted that there are three groups of students that will not be included in the analysis, either because they are not included in this data collection or there is insufficient data to analyze.

First, removal data is not collected for pre-kindergarten (pre-K) students, and thus the pre-K enrollment count in elementary schools will be excluded from the analysis. Second, student-level data is not collected from nonpublic schools, and thus neither enrollment data nor removal data are available for students attending nonpublic schools. In the data set, the term "nonpublic schools" refers to privately operated schools, including special education schools that receive public funding, and some publicly operated schools (e.g. Juvenile Services Education Schools, Maryland School for the Blind, and Maryland School for the Deaf). Third, although removal data is collected for alternative schools within local school systems, there is insufficient data to analyze. Given that student enrollment in alternative schools fluctuates throughout the school year, and may at certain points be below the minimum n-size of 10, it is difficult to calculate an accurate removal rate for comparison purposes.
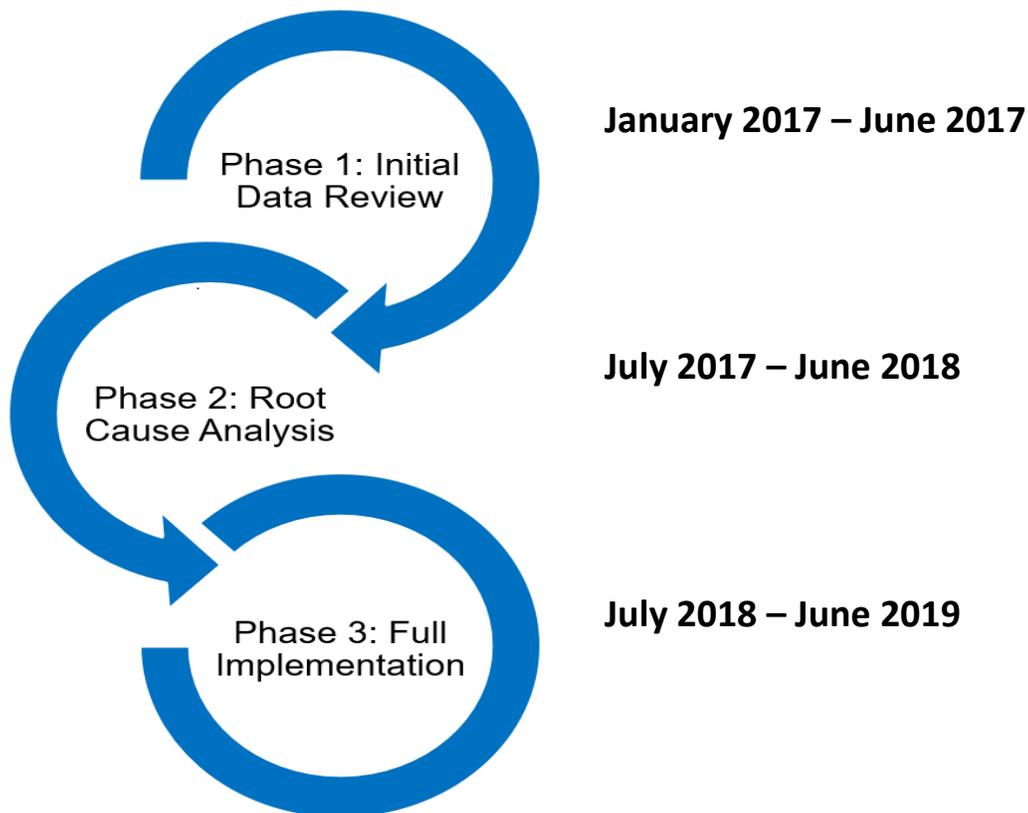
It is important to note that the exclusion of these groups from the analysis at this time is due to data limitations; it does not represent a particular policy decision by the MSDE. Once the Maryland model is up and running, the MSDE may consider ways to broaden the data set.

Plan for Implementation

Thus far, this report has described the methodology of the Maryland model, which uses both risk ratio and State comparison measures to provide schools and school systems with a wide lens on disproportionality. In accordance with COMAR 13A.08.01.21, the MSDE has also set a threshold for a school's discipline process to be identified as having a disproportionate impact on students of color and students with disabilities. The threshold has been set at 3.0. If at least one student group within a school meets or exceeds 3.0 on both the risk ratio and State comparison measures, then that school's discipline process will be identified.

Recognizing that Maryland still has much work to do, the current threshold represents a reasonable starting point that prioritizes the schools with the most serious problems and also begins to move all school systems toward equitable discipline practices. In order to inform and involve all stakeholders moving forward, the MSDE plans to implement the Maryland model for measuring disproportionality in three phases (Figure 2).

Figure 2.

Phase 1: Initial Data Review — **January 2017 – June 2017**

Phase 2: Root Cause Analysis — **July 2017 – June 2018**

Phase 3: Full Implementation — **July 2018 – June 2019**

Phase One: Initial Data Review (January 2017 – June 2017)

The first phase of the Maryland model is focused on data dissemination and information gathering. In January 2017, the MSDE will deliver to each local school system its removal data by school. School systems will receive removal data for the prior three school years, so that trends and/or anomalies can be identified. For the remainder of SY 2016-2017, the MSDE will provide professional development to school systems on how to interpret their removal data in the form it is presented to them and familiarize staff with the risk ratio and State comparison measures. The MSDE will also review data from across the State to explore the possibility of using certain schools as models moving forward (e.g. schools with proportionate discipline, schools that made progress in reducing disproportionality in recent years). It is important to build upon what some local school systems are already implementing in this area.

To support the first phase of implementation, each school system should identify a point of contact. That person will be an important conduit for information from the MSDE about removal data, professional development, and next steps. The information gathering process will be much broader, of course. The MSDE will use the data disseminated to engage groups from across the education community, including teachers, administrators, advocates, parents, and other stakeholders, in critical decisions that must be made prior to full implementation of the Maryland model. For example, the MSDE will seek input on possible topics for forthcoming technical assistance (e.g. workshops on root cause analysis, implicit bias, de-escalation techniques for students with emotional disabilities, examples of restorative practices). The MSDE will continue to rely upon these groups for input.

Phase Two: Root Cause Analysis (July 2017 – June 2018)

The second phase of the Maryland model will focus on utilizing teams to analyze and act upon removal data, with continued support from the MSDE. In SY 2017-2018, each school system should assemble a disproportionality review team. The disproportionality review team will be responsible for, among other things, analyzing the removal data to identify any areas of concern and leveraging resources to support individual schools. Each school system will have flexibility when assembling the members of the team. Yet, it is important to have diversity in roles (e.g. student service director, special education director, local accountability coordinator, equity officer) as well as demographics (e.g. people of color, individuals with disabilities). To the extent possible, a disproportionality review team should reflect the diversity of the school system that it serves. Throughout the implementation process, data will inform conversations about next steps. Each school system will have the flexibility to develop interventions that are most appropriate for its profile of school discipline.

Given the variation in data that may exist between schools, there should also be teaming that occurs at the individual school level. One of the strengths of the Maryland model is that it analyzes removal data at the school level, where school discipline practices are actually applied to students. School staff must also work together in analyzing the data to identify root causes for disproportionality among students, and engage in difficult conversations about why students of color and students with disabilities are more likely to receive exclusionary discipline. As with

the school system team, the membership of a school team should be diverse. Schools may choose whether to identify interventions that are effective in reaching one student group of concern or focus on school-wide reforms. The school team is fundamental to this work because it is perhaps most capable of working to address identified root causes of disproportionality related to staff actions, perceptions, and biases.

During phase two, the MSDE will provide a differentiated system of support to the school and school system teams. First and foremost, the MSDE will facilitate statewide trainings for a variety of school system staff, including, but not limited to, student service directors, local accountability coordinators, pupil personnel workers, positive behavioral interventions and supports (PBIS) coordinators, school psychologists, and counselors. Modeling the partnership that has developed at the MSDE around this work, student service directors and local accountability coordinators will be trained together to better ensure data analysis and discipline practices do not remain in silos. At the regional level, work sessions will bring together multiple groups of school system staff seeking to implement similar evidence-based interventions in schools. Finally, at the school system level, the MSDE will provide individualized coaching in response to identified issues.

The MSDE expects to provide school systems with their updated removal data by November 30 of each year. Given the amount of data released during phase one, school systems need not wait for the most recent school year's data to begin phase two. Prior to the start of SY 2017-2018, the MSDE will provide professional development and resources to support the school and school system teams that will be forming at that time. The goal of MSDE is not only to provide support to local school system in tackling policies and procedures, but also the often more difficult task of changing perceptions and beliefs, both of which contribute to disproportionality and must be addressed.

Phase Three: Full Implementation (July 2018 – June 2019)

The third phase of the Maryland model focuses on full implementation in SY 2018-2019. Through the previous phases of implementation, schools and school systems will have had an opportunity to build the capacity of teams, analyze trends in removal data, and explore evidence-based interventions. Full implementation of the Maryland model will be the product of data-informed and collaborative decisions each step of the way.

As described above, each school system will annually receive the most recent removal data for its schools utilizing the metric developed for identifying disproportionate impact. If at least one student group within a school meets or exceeds 3.0 on both the risk ratio and State comparison measures, then that school's discipline process will be identified as having disproportionate impact on student of color and students with disabilities. Based on the identification of schools, local school systems will be required to prepare and present a plan to reduce the impact within one year and eliminate it within three years. It will be important to consider, in developing a plan, that each school must go through a process of reviewing qualitative and quantitative data and implementing evidenced-based practices in order for the school system to improve equity.

Appendix A. Example of Disproportionality Analysis

Below is are examples of how the Maryland model for measuring disproportionality might apply to an elementary and middle school's out-of-school suspension and expulsion data.

Elementary School Example

		Am. Indian/AK Native	Asian	Black/African American	Hispanic/ Latino	Native HI/Pacific Islander	Two or More Races	White	Students with Disabilities
Student Group	**A.** Number of students suspended	NA	NA	13	2	NA	1	6	8
	B. Number of students enrolled	NA	NA	213	269	NA	53	434	111
	C. Suspension Risk (A ÷ B) x 100	NA	NA	6.1%	0.7%	NA	1.9%	1.4%	7.2%
Comparison Group (*All Other Students)	**X.** Number of All Other students suspended	NA	NA	9	20	NA	21	16	14
	Y. Number of All Other students enrolled	NA	NA	756	700	NA	916	535	884
	Z. Suspension Risk (X ÷ Y) x 100	NA	NA	1.2%	2.9%	NA	2.3%	3.0%	1.6%
Disproportionaltiy Measures	**Risk Ratio** (C ÷ Z)	NA	NA	**5.13**	**0.26**	NA	**0.82**	**0.46**	**4.55**
	State Comparison *If Elementary school (C ÷ 1.53%)* *If Middle/High school (C ÷ 6.75%)*	NA	NA	**3.99**	**0.49**	NA	**1.23**	**0.90**	**4.71**

Note: Comparison group for each race group is all students not of that race. Comparison group for students with disabilities is students without disabilities.

Middle School Example

		Am. Indian/AK Native	Asian	Black/African American	Hispanic/Latino	Native HI/Pacific Islander	Two or More Races	White	Students with Disabilities
Student Group	A. Number of students suspended	NA	NA	11	1	NA	1	19	14
	B. Number of students enrolled	NA	NA	50	31	NA	24	304	63
	C. Suspension Risk (A ÷ B) x 100	NA	NA	22.0%	3.2%	NA	4.2%	6.3%	22.2%
Comparison Group (All Other Students*)	X. Number of All Other students suspended	NA	NA	22	32	NA	32	14	19
	Y. Number of All Other students enrolled	NA	NA	360	379	NA	386	106	353
	Z. Suspension Risk (X ÷ Y) x 100	NA	NA	6.1%	8.4%	NA	8.3%	13.2%	5.4%
Disproportionaltiy Measures	Risk Ratio (C ÷ Z)	NA	NA	3.60	0.38	NA	0.50	0.47	4.13
	State Comparison If Elementary school (C ÷ 1.53%) If Middle/High school (C ÷ 6.75%)	NA	NA	3.30	0.48	NA	0.62	0.94	3.33

Note: Comparison group for each race group is all students not of that race. Comparison group for students with disabilities is students without disabilities.

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RESOURCE GUIDE OF MARYLAND SCHOOL DISCIPLINE PRACTICES

January 24, 2017

The Maryland State Department of Education (MSDE) developed this document to provide local school systems with a menu of school discipline best practices currently being implemented across the State. The document was developed in collaboration with MSDE's Division of Student, Family, and School Support, and local Directors of Student Services. The list of practices provided is not all-inclusive and is not intended as an endorsement but rather an effort to begin to capture the scope of school discipline practices implemented across Maryland. This scope is framed by the definition of "discipline" as syste

matic instruction intended to train a person, in expected behaviors, or to follow a particular code of conduct. Therefore, these practices are focused on teaching and learning not punishment. This information is offered as a catalyst to spark statewide discussion about school discipline practices among school systems, MSDE, and our mutual partners to effectively improve school climate, culture, and discipline.

Contextually, this document follows adoption of new regulations on school discipline and Maryland Guidelines for a State Code of Discipline. As schools and school systems continue to review and revise their current discipline practices and policies, MSDE is hopeful that this document will be a useful tool.

The Role of Coordinated Student Services in School Discipline Practices

The Maryland State Board of Education has long been forward-thinking in terms of recognizing how integral the role of a system of coordinated student services plays in the overall academic and social emotional success of students. In 1989, the State Board of Education adopted regulations mandating that each local school system provide a coordinated program of student services, which shall include (but not be limited to): school counseling; pupil personnel; school psychology; and health services. The Code of Maryland Regulations (COMAR) 13A05.05.01 (B) states that local student services programs shall focus on the health, personal, interpersonal, academic, and career development of students. In Maryland, school systems are able to stand on the foundational services provided as a part of COMAR and expand services to integrate selected practices to further address local concerns for safety, climate, culture, school completion, and behavioral intervention.

As Maryland prepares students to be college and career ready, the State Board of Education has reviewed a considerable amount of research and has thought strategically about the implementation of initiatives to achieve this goal. In February, 2011 the Board released: *A Safe School, Successful Students, and a Fair and Equitable Disciplinary Process Go Hand in Hand*, which addressed the negative impact of suspensions and expulsions and also revealed that over sixty-three percent of out-of-school suspensions were for non-violent offenses.

The report also revealed that suspensions have a disproportionate impact on minority students and students with disabilities. As a result of years of studying issues related to school discipline, the Board as part of a collaborative process, which included a large number of key stakeholders and the public, adopted new discipline regulations on January 28, 2014.

In light of the data and the Board's proactive approach to discipline, this document, *Resource Guide of Maryland School Discipline Practices*, is designed to give central office and school-based personnel – particularly those that work to provide coordinated systems of student services – the background and the tools they need to proactively address student discipline, thereby improving school culture and climate, and to ultimately reduce suspensions so that students stay in school actively engaged in the learning process.

This Board realizes that to create a world-class school system it must, in conjunction with statewide stakeholders and national partners, make decisions that lead to strong academic performance and create environments that are safe, welcoming, and conducive to teaching and learning. However, the board also realizes that in addition to setting the stage in terms of policy, it must also ensure that the public understands the rationale and that practitioners have the tools they need to implement best practices in discipline.

What is "Best Practice"?

The term "Best Practice" has been used to describe "what works" in a particular situation or environment. With regard to school discipline, one must keep in mind that a particular practice that has worked in one context may or may not yield the same results across educational settings. When data support the success of a practice, it is referred to as research-based, evidence based, or promising. A randomized-control trial (RCT) is considered the "gold standard" of research models. RCTs are studies that measure an intervention's effect by randomly assigning individuals (or groups of individuals) to an intervention group or to a control group. The unique advantage of random assignment is that it enables you to assess whether the intervention itself, as opposed to other factors, causes the observed outcomes. Evidence-based practices vary widely, but the following definition captures the essential elements of an evidence-based practice (EBP):

> *EBPs are those practices supported by rigorous scientific research, which are appropriate and effective for the population and setting in which the EBP will occur, and which feasibly can be flexibly implemented in that setting with fidelity.* (Kendall & Beidas, 2007).

A "Promising Practice" is a program or strategy that has some scientific research or data showing positive outcomes, but does not have enough evidence to support generalizable conclusions.
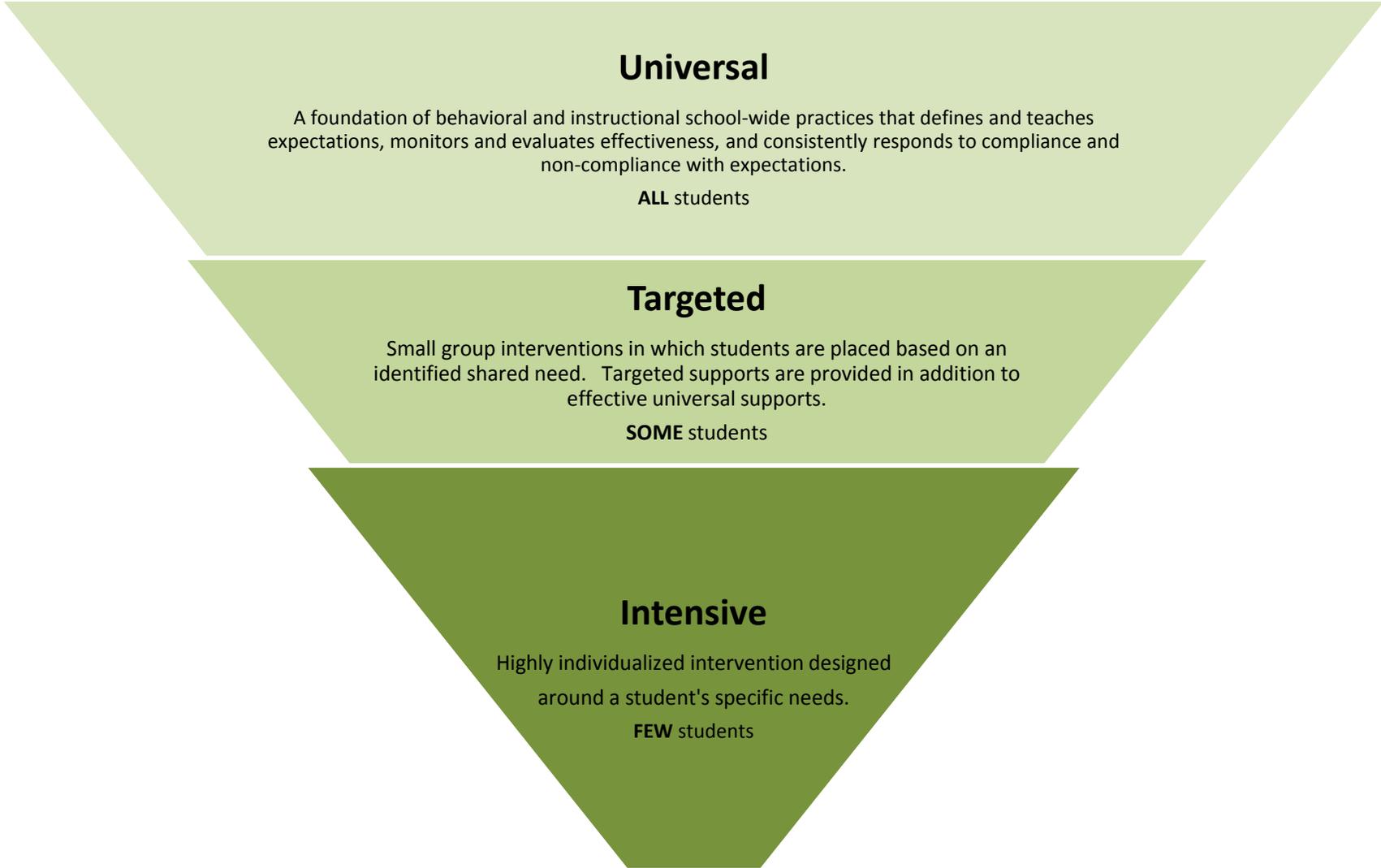
It is a fair assumption that the practices selected by the local systems and provided for this document were chosen based on local needs, contextual fit and available resources. In other words, they are "what works" and therefore could be considered "best" for that system; whether that practice is promising, evidence-based, research-based, and/or a randomized control trial.

The document is divided into three categories: **Universal: Targeted:** and **Intensive**. Each category addresses specific school discipline needs. **Universal** practices are the core practices provided to all students school-wide in order to promote successful student outcomes. An integrated approach to behavioral and academic instruction as components of the same support system recognizes that these components influence one another. Unless discipline issues are at a minimum, instruction will be interrupted and teaching time will be lost. Additionally, school practices which lead to poor academic performance may result in students engaging in problem behaviors that undermine their own success as well as the success of their peers. Effective universal supports alone should be sufficient to meet the needs of most students to be successful in academics and social behavior. By meeting the needs of most students through effective instruction and behavioral supports, fewer students then require more intensified supports. This results in a more valid, manageable, and cost-effective system of supports at the secondary and tertiary levels. **Targeted** supports are the additional practices provided to students who are not meeting the universal school-wide expectations. Programs and strategies that make up the targeted supports can be described as small group interventions (commercial or created at the school or school system) in which students are placed based on an identified shared need. **Intensive** supports are the practices provided to students who require individualized supports in addition to universal and secondary supports. Programs and practices that make up the tertiary supports can be described as intensive programs that are highly individualized around a student's specific needs.

This is a working document and changes may take place based on the reported use, or discontinued use of school discipline practices within local school systems. The original survey that produced the practices listed in this document was conducted in 2014. Local Directors of Student Services reviewed and updated this list in November, 2016.

This list of practices was compared to the national What Works Clearinghouse (WWC) and the National Registry of Evidence Based Practices (NREPP) published by the Substance Abuse and Mental Health Services Administration. The WWC reviews the existing research on educational programs, products, practices, and policies to provide educators with the information to make evidence-based decisions. The NREPP is an evidence-based repository and review system designed to provide the public with reliable information about behavioral health interventions in the areas of mental health and substance abuse. If the listed intervention is on either list, it is indicated as such in the tables. Some of the items listed are not specific practices but rather frameworks. In those instances, they have been marked "NA" in the tables.

School Discipline Practices

Universal

A foundation of behavioral and instructional school-wide practices that defines and teaches expectations, monitors and evaluates effectiveness, and consistently responds to compliance and non-compliance with expectations.

ALL students

Targeted

Small group interventions in which students are placed based on an identified shared need. Targeted supports are provided in addition to effective universal supports.

SOME students

Intensive

Highly individualized intervention designed around a student's specific needs.

FEW students

Current Implemented Frameworks for School Discipline Practices

Frameworks for implementing school discipline practices are the basic underlying concepts or systems for implementing the practices. Many frameworks include components that include processes and procedures for data collection, decision-making, monitoring, and evaluating the implementation determine if the desired outcome(s) are being achieved. In Maryland, school discipline practices are typically implemented through such frameworks.

Practice	Level of Support	Local School System (LSS)		
Mind Up Curriculum	Framework	• Baltimore City • Carroll		
Positive Behavioral Interventions and Supports (PBIS) (or other school climate initiative)	Framework	• All LSSs		
Social Emotional Foundations for Early Learners	Framework	• All LSSs		
School-wide Integrated Framework for Transformation (SWIFT)	Framework	• Allegany	• Cecil	• Queen Anne's
Teacher SEL Self-Assessment Survey	Framework	• Baltimore City	• Prince George's	

Frameworks for Implementing Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Mind Up Curriculum	This research-based curriculum, features lessons that use the latest information about the brain to dramatically improve behavior and learning for all students. Each lesson offers easy strategies for helping students focus their attention, improve their self-regulation skills, build resilience to stress, and develop a positive mind-set in both school and life. The lessons are incorporated into their daily schedule.	• Teaches students to make better choices. • Help students think before they react. • Better focus, self-awareness, and self-control.	Four strategic pillars: • Grounded in neuroscience • Activated by mindful awareness • Inspired by positive psychology • A Catalyst for social-emotional learning	Improved behavior and learning for all students.	Mind-Up (the Hawn Foundation) https://mindup.org/	NA

Summary:

There are so many things in life that children have no control over — bedtime, what they are allowed to eat and how much TV they get to watch. However, when you teach children how their brain works — it is a revelation to them. We obviously don't teach an advanced form of neuroscience, but we do teach children the key parts of the brain and the science behind how the brain influences their thinking, emotions and behavior in the setting of a mindful classroom. Once children and young people begin to make the associations between what they are thinking, how they are feeling and how they are acting, they gain the power to make more mindful choices. To stop and pause, before they react. This self-regulation can lead to better focus in school, better cooperation with others and improved self-awareness and self-control.

Source: https://mindup.org/mindup-mindful-classroom-framework-schools/

Frameworks for Implementing Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Positive Behavioral Interventions and Supports (PBIS) The Code of Maryland Regulations (COMAR) 13A.08.06 .01 PBIS was adopted by the State Board to: (a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and (b) Improve the link between research-validated practices and the environments in which teaching and learning occur.	PBIS is a framework that guides selection, integration, and implementation of the best evidence-based practices for improving academic and behavioral outcomes for all students.	When implemented with fidelity school-wide, universal PBIS *aims to reduce disruptive behavior problems, enhance school climate and create safer, more effective schools for ALL students.* This is accomplished by targeting staff behavior and teaching students agreed upon behavioral expectations while promoting a shift from reactive, punitive practices to prevention and the promotion of positive behavior.	There are four integrated elements to the framework: • Data to support decision-making; • Measurable outcomes supported and evaluated by data; • Practices which provide evidence that outcomes are achievable and support students and staff, and; • Systems that efficiently and effectively support implementation of these practices by staff.	• Reduced office discipline referrals • Reduced suspensions • Improved academic achievement	PBIS Maryland: http://pbismaryland.org/ or www.pbis.org	NA

Summary:
PBIS Maryland is a collaborative effort between the Maryland State Department of Education, Sheppard Pratt Health System, the Johns Hopkins University; Center for the Prevention of Youth Violence, and 24 Local Maryland School Systems. An infrastructure has been established for training, implementation and coaching of best practices which includes: annual training calendar, PBIS*Maryland*.org, data collection capacity, PBIS Coaching structure, technical assistance to local school systems and a Management Team and State Leadership Team who meet regularly. Efforts are currently underway to bridge students' transition from early childhood programs, which are implementing Social Emotional Foundations for Early Learning (SEFEL), to PBIS schools.

Source: **http://pbismaryland.org/.**

Frameworks for Implementing Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
School-wide Integrated Framework for Transformation (SWIFT)	**SWIFT** is a national K-8 center that provides academic and behavioral support to promote the learning and academic achievement of all students, including students with disabilities and those with the most extensive needs.	SWIFT meets the needs of **ALL** students, including students with disabilities and those with the most extensive needs by: • Providing Multi-Tiered Systems of Support (MTSS) • Bridging general and specialized education to create powerful learning opportunities. • Promoting active, engaged partnerships among families and community members.	• Administrative leadership • Multi-tiered system of support • Family and community partnerships • An integrated educational framework • Inclusive policies and practices	Local school systems engage in a transformational process to achieve equity and excellence for all students. Excellence is determined by measurable student social and academic gains. Equity is defined by the measurable capacity of each school to deliver the intensity and range of supports to meet the needs of each students and extending to their family and community.	SWIFT Center: http://www.swiftschools.org/	NA

Summary:

School districts around the country are gearing up to fully realize the vision of All Means All through a Schoolwide Integrated Framework for Transformation (SWIFT). They are partnering with the SWIFT Center, a national K-8 technical assistance center that provides academic and behavioral support to promote the learning and academic achievement of ALL students, including students with the most extensive support needs. SWIFT Center is committed to eliminating silos in education by bridging general and specialized educational structures and resources. These bridges lead to powerful learning opportunities for students and teachers; promote active, engaged partnerships among families and community members; and ensure every child is a valued member of their school and given the supports they need to achieve academic and social success. What does SWIFT mean by "every child?" We mean students who struggle to learn, are labeled as gifted, live in poverty, with disabilities, are culturally and ethnically diverse, and students with the most extensive support needs. Over 30 years of research guides the SWIFT Center work, resulting in a focus on five key domains that support schoolwide inclusive transformation. These areas are:

- Integrated Education Framework;
- Multi-tiered System of Support;
- Family and Community Engagement;
- Administrative Leadership; and
- Inclusive Policy Structure and Practice.

Source: http://www.swiftschools.org/overview.

Frameworks for Implementing Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Teacher SEL Self-Assessment Survey	Social and emotional learning (SEL) is crucial for improved educational attainment. As teachers help students achieve new college and career readiness standards, they need to use teaching practices that promote student social and emotional learning in the classroom. The Teacher SEL Self-Assessment tool helps teachers reflect and assess how well their own teaching practices support SEL for students.	• Self-reflect on teaching practices that impact student social and emotional learning. • Self-reflect on teacher's own social and emotional competencies. • Develop action steps to incorporate social and emotional learning teaching strategies into an educator's daily practice, and develop plans to improve upon educators' own social and emotional competencies.	• Self-assessment tool (hard copy or an online version) • Scoring and action planning tool	• Improved understanding of how social and emotional learning is embedded within current teaching practices. • Improved understanding of how teacher social and emotional competencies interact with teaching practices to promote student success. • Increased implementation of teaching practices that promote social and emotional learning in classrooms.	Center on Great Teachers & Leaders at American Institute for Research: http://www.gtlcenter.org/technical-assistance/professional-learning-modules/social-and-emotional-learning-daily-life-classrooms	NA

Summary:
Social and emotional learning (SEL) is crucial for improved educational attainment. As teachers help students achieve new college and career readiness standards, they need to use teaching practices that promote student social and emotional learning in the classroom. Our new resource, Self-Assessing Social and Emotional Instruction and Competencies: A Tool For Teachers helps teachers reflect and assess how well their own teaching practices support SEL for students.

In the tool, teachers can self-assess on 10 teaching practices that support social and emotional learning for students, which we identified in our recent brief, Teaching the Whole Child: Instructional Practices That Support Social and Emotional Learning in Three Teacher Evaluation Frameworks. The self-assessment tool, however, goes beyond these 10 teaching practices. Teachers also need to strengthen their own social and emotional skills to implement the 10 teaching practices successfully. The tool includes five teacher social and emotional competencies for users to reflect on including: self-awareness; self-management/emotion regulation; social awareness; relationship/social skills; and responsible decision making.

Source: http://www.gtlcenter.org/products-resources/self-assessing-social-and-emotional-instruction-and-competencies-tool-teachers.

Current Implemented Universal School Discipline Practices

Universal School Practices are the core practices provided to all students within the school building in order to promote successful student outcomes and prevent school failure. An integrated approach to behavioral and academic instruction as components of the same support system recognizes that these components influence one another. Universal Practices may be implemented system-side and/or school-wide.

Many universal practices listed are a framework and as such provide all levels of support; universal, targeted and intensive. The universal practices that are a framework are indicated as well as noting the practices that are mandated by Code of Maryland Regulations (COMAR). Under COMAR, all local school systems in Maryland retain local control and are able to design their programs based on their identified needs. This list of practices provided are not inclusive and are not intended as an endorsement of, but rather an effort to begin to capture the scope of school discipline practices implemented across Maryland.

Practice	Level of Support	Local School System (LSS)				
Capturing Kids Hearts 1 (CKH)	Universal	• Baltimore City	• Harford	• Washington		
CHAMPs: A Proactive and Positive Approach to Behavior Management	Universal	• Anne Arundel	• Baltimore City	• Cecil		
Character Counts	Universal	• Allegany • Caroline • Carroll	• Calvert • Cecil • Dorchester	• Frederick • Garrett • Harford	• Kent • SEED School • Somerset • Talbot	• Washington • Wicomico
Double Check	Universal	• Anne Arundel • Baltimore City	• Prince George's			
Mental Health First Aid		• Baltimore County • Charles • Kent	• Dorchester • Somerset			
Move this World	Universal	• Baltimore City	• Howard	• Montgomery		
Olweus Bullying Prevention Program (OBPP)	Universal	• Anne Arundel • Baltimore • Calvert	• Caroline • Dorchester	• Frederick • Queen Anne's	• Somerset • Talbot • Washington	• Wicomico
QPR Gatekeeper Suicide Prevention: Question, Persuade, Refer	Universal	• Anne Arundel • Calvert	• Caroline • Cecil	• Harford • Howard • Kent	• Queen Anne's • SEED • Somerset	• Washington • Worcester Wicomico

Practice	Level of Support	Local School System (LSS)				
Restorative Practices	Universal	• Anne Arundel • Baltimore City • Charles • Howard	• Montgomery • Prince George's • Queen Anne's • St. Mary's	• Somerset • Washington • Worcester		
Second Step	Universal	• Allegany • Anne Arundel	• Baltimore County • Calvert • Carroll	• Cecil • Garrett	• Kent • Prince George's • St. Mary's	• Talbot • Wicomico • Worcester
School Resource Officer Program/School Resource Officers (SRO)	Universal	• Allegany • Anne Arundel • Baltimore City	• Baltimore County • Calvert • Caroline • Cecil	• Charles • Dorchester • Frederick • Garrett • Harford	• Howard • Kent • Montgomery • Prince George's • Queen Anne's	• St. Mary's • Talbot • Somerset • Washington • Wicomico • Worcester
Signs of Suicide® Prevention Program (SOS)	Universal	• Frederick • Garrett • Montgomery				
Why Try	Universal	• Allegany • Calvert • Baltimore County	• Harford • Somerset • Talbot	• Wicomico • Worcester		
Yellow Ribbon	Universal	• Caroline • Harford • Kent	• Queen Anne's • Talbot • Worcester			

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? (*Expected Outcomes*)	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Capturing Kids Hearts 1 (CKH)	Capturing Kids' Hearts 1 is a research-based process designed to strengthen students' connectedness to teachers, staff, and school.	• Develop safe, trusting, self-managing classrooms • Improve attendance by building students' motivation and helping them take responsibility for their actions and performance • Decrease delinquent behaviors • Utilize the EXCEL Model™ and reinforce the role of emotional intelligence in teaching • Develop students' empathy for diverse cultures and backgrounds • Reduce incidents of bullying and harassment	Enhanced protective factors: • Developing strong bonds with teachers • Setting clear rules of conduct that are consistently enforced • Targeting modifiable risk factors; inappropriate behavior, poor social coping skills.	Results from the National Longitudinal Study on Adolescent Health demonstrated that student connectedness reduced negative behaviors in four domains of adolescent health and morbidity: emotional health, violence, substance use, and sexuality.	Flippen Education: http://www.flippengroup.com/education/ckh.html	SAMHSA National Registry of Evidence-Based Programs and Practices

Summary:
Teachers can't always control what comes into their classrooms. Capturing Kids' Hearts 1 shows them how to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy bonds with their teachers and establishing collaborative agreements of acceptable behavior. Capturing Kids' Hearts is a process that is working in thousands of classrooms across the country to provide the strategy and training for teachers and administrators to achieve success in today's classrooms. Give us a teacher who's passionate about their subject, a teacher who cares for the welfare and success of their students, and we'll give that teacher the tools they need to engage and challenge students, and raise them to a higher level of performance.

Source: http://flippengroup.com/education/capturing-kids-hearts-1/.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
CHAMPs: A Proactive and Positive Approach to Behavior Management	CHAMPs assists classroom teachers to design (or fine tune) a proactive and positive classroom management plan that will overtly teach students how to behave responsibly.	CHAMPs strategies are easy to implement and will: • Reduce classroom disruptions and office referrals • Improve classroom climate • Increase student on-task behavior • Establish respectful and civil interactions	• **Structure** your classroom • **Teach** classroom expectations for: **C**onversation **H**elp **A**ctivity **M**ovement **P**articipation **S**uccess • **Observe** student progress; formative and summative data • **Interact** positively with students; build relationships • **Correct** misbehavior fluently; briefly, calmly, consistently, immediately, and respectfully.	• Establish clear classroom expectations • Motivate students to put forth best efforts • Reduce misbehavior • Increase academic engagement • Teach students to respect and value diversity • Develop a common language about behaviors among all staff • Create a plan for orienting and supporting new staff • Reduce staff burnout	Overview: http://www.safeandcivilschools.com/services/classroom_management.php Video overview: http://safeandcivilschools.com/products/video-page.php	Not Listed

Summary:
The overall goal of the CHAMPs classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand. More particularly, the teacher's goal is to teach students directly how to be successful in specific class situations.

Source: http://www.dailyteachingtools.com/champs-classroom-management.html.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Character Counts	Character Counts is an inclusive approach to character education. It is based upon six ethical values that are not political, religious, or culturally biased. **•Trustworthiness •Respect •Responsibility •Fairness •Caring •Citizenship**	• Increase positive behavior as expressions of six shared values. • Provide developmentally appropriate lessons for all ages and needs. • Involve community stakeholders in supporting a positive climate.	•Teaches the Six Pillars of Character using a mnemonic device. •Monthly school focus on a value with related classroom lessons. •Volunteer character classroom coaches	• Increase attendance • Increase in honor roll rates • Decrease in office referrals and a decrease in suspensions.	www.charactercounts.org Character Counts Mid Shore, Inc.: **www.charactercountsmidshore.com**	Not Listed

Summary:

When properly implemented, CHARACTER COUNTS! Is an immersive program connecting staff and students through a shared language and framework of values called The Six Pillars of Character? It fosters a positive environment that has been shown to improve overall attendance and test scores while reducing negative incidents such as bullying and discipline referrals.

CHARACTER COUNTS! Is a framework, not a scope and sequence program nor a curriculum. It provides practical strategies and tools to braid CC! strategies with other programs such as PBIS to foster positive climate change to produce exceptional results in the academic, social, emotional and character development domains by infusing six core ethical and performance values and traits into the DNA of your organization.

Source: https://charactercounts.org/.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Double Check: A Cultural Proficiency and Student Engagement Model	Double Check is a framework that Johns Hopkins University researchers developed for helping teachers and school staff to reflect on, and ultimately address the following five core components associated with culturally responsive practices: *Connection to Curriculum, Authentic Relationships, Reflective Thinking, Effective Communication,* and *Sensitivity to Students' Culture (i.e., CARES)* (Rosenberg, 2007).	• Heightened cultural awareness of teachers and other staff • Increased functional student engagement • Comprehensive intervention planning • Increased supports for problematic student behaviors	Three core elements: 1) School-wide Positive Behavioral Interventions and Supports (SW-PBIS), 2) Double Check professional development series (DCPD), and 3) Classroom Check Up (CCU) coaching model.	Reduce disproportionality and improve student engagement	Johns Hopkins Bloomberg School of Public Health: http://www.jhsph.edu/research/centers-and-institutes/center-for-prevention-of-youth-violence/field_reports/PBIS	Not Listed

Summary:
Double Check project builds on the PBIS model to promote data-based decision making, professional development on cultural proficiency, and coaching in culturally sensitive classroom management and student engagement. Specifically, through an iterative process, the project aims to augment and combine the data-based decision-making activities of PBIS, the Double Check cultural proficiency professional development series (Hershfeldt, Sechrest, Rosenberg, Bradshaw, and Leaf 2009), and the Classroom Check-up (Reinke, Lewis-Palmer, and Merrell 2008) classroom management coaching system to increase the use of culturally-responsive teaching and classroom management strategies, and to promote student engagement in elementary and middle schools. The goal of this work is to reduce rates of culturally and linguistically diverse students being referred for discipline problems and special education services. Consistent with the CBPR approach, this project was developed in direct response to a request from a collaborating Maryland school district, Anne Arundel County Public Schools, which is eager to address concerns related to disproportionality in referrals and disciplinary actions through PBIS.

Source: http://www.jhsph.edu/research/centers-and-institutes/center-for-prevention-of-youth-violence/field_reports/PBIS

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Mental Health First Aid	Mental Health First Aid is an adult public education program designed to improve participants' knowledge and modify their attitudes and perceptions about mental health and related issues, including how to respond to individuals who are experiencing one or more acute mental health crises (i.e., suicidal thoughts and/or behavior, acute stress reaction, panic attacks, and/or acute psychotic behavior) or are in the early stages of one or more chronic mental health problems (i.e., depressive, anxiety, and/or psychotic disorders, which may occur with substance abuse).	• To connect students and families who may experience behavioral health issues with appropriate services in the school or community.	A five-step action plan, known as ALGEE, for use when providing Mental Health First Aid to an individual in crisis: • A--Assess for risk of suicide or harm • L--Listen nonjudgmentally • G--Give reassurance and information • E--Encourage appropriate professional help • E--Encourage self-help and other support strategies	• The total number of students served by the project. • The total number of students receiving school-based mental health services. • The proportion of student referrals made to community-based mental health service providers that result in service provision.	SAMHSA's National Registry of Evidence-Based Programs and Practices: http://legacy.nreppadmin.net/ViewIntervention.aspx?id=321 USA Mental Health Fist Aid: https://www.mentalhealthfirstaid.org/cs/now-time-project-aware-mental-health-first-aid-grants/	SAMHSA National Registry of Evidence-Based Programs and Practices

Summary:
Maryland received a federal grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) to implement the Maryland Advancing Wellness and Resilience in Education (MD-AWARE) program. The goals of the program are to connect children, youth, and families who may experience behavioral health issues with appropriate services in school and through community service agencies; promote the Youth Mental Health First Aid curriculum that teaches school staff and other adults serving youth between the ages of 12-18 to support young people who may be experiencing a mental health crisis or illness; and increase access to existing funding systems that support mental health services for school-aged youth by serving on the statewide Educational and Behavioral Community of Practice Workgroup.

Source: MD-AWARE Program information and http://legacy.nreppadmin.net/ViewIntervention.aspx?id=321.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Move this World	Move This World, a Pre-K through High School program, envisions that one day all schools will be nurturing environments where self-expression & creativity are experienced every day. Through an evidence-based and common core aligned curriculum, Move This World bridges the gap between social and emotional skills and effective teaching and learning. Teachers and administrators trained in a multi-step professional development program explore self-efficacy, learn tools to build their school community and incorporate these tools into daily curriculum and school culture.	Educator/Adult Outcomes: • Well-being, self-care • Motivation/Efficacy • Mindfulness Student Outcomes: • Emotional identification • Emotional management • Empathy • Resilience • Conflict management • Appreciation of diversity • Leadership development Community Level Outcomes: • Decreased suspensions • Increased attendance • Higher teacher retention • Decrease in incidents of conflict Curricula are tailored to the cultures and languages of local sites and tackle specific issues facing each community.	• Strategies for self-awareness, self-management, and social awareness • Tools for establishing, building, and maintaining a safe space both physically and emotionally • Personalized action plans for infusing Social and Emotional Learning into the classroom	• Individual behavior change in educators and school leaders related to increase in self-awareness, self-efficacy, student engagement, and well-being • Individual behavior change in students related to an increase in empathetic interactions, emotional management, resilience, and self-confidence • Safer schools measured by the number of observable conflicts, suspensions, and incidents of bullying • Safer communities measured by student attendance, family engagement, and community morale	Move This World http://movethisworld.org/	Not Listed

Summary:
By tapping into each individual's creative potential, Move This World helps people understand, engage, express and manage their emotions healthily. Supported by the University of Virginia's Curry School of Education and the Collaborative of Academic and Social and Emotional Learning, our programs have a solid grounding in research and are measured and evaluated through a data driven approach. Each program is tailored to the real needs of the local community while still remaining true to the universal values of empathy and expression Move This World upholds.

Source: http://www.movethisworld.org/.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Olweus Bullying Prevention Program (OBPP)	• Requires effort of school personnel, community stakeholders and parents. • Teachers hold minimum of 1 hr./wk. classroom meetings to learn about bully prevention/ pro-social behavior	• Significant reductions in bullying and victimization • Increases in social climate in classrooms and school-wide.	• Two day training for Olweus Bullying Prevention Program committee. • Training includes creating school-wide age appropriate lessons for weekly meetings. • School wide kickoff (optional) to introduce Olweus to the students, with community involvement.	• Statistical reductions in bullying incidents • Self-reported improvements in school climate and student engagement	Violence Prevention Works: http://www.violencepreventionworks.org/public/index.page	Not Listed

Summary:

The Olweus Bullying Prevention Program is a comprehensive model that utilizes annual surveys, classroom curriculum, implementation resources and training. When the program is implemented as written (with fidelity to program components and principles), positive outcomes for schools include: reductions in bullying behavior, lower rates of alcohol and other drug abuse; and improved academic achievement. Implementation should include the guidance and expertise of a certified Olweus trainer.

Source: http://www.violencepreventionworks.org/.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Positive Behavioral Interventions and Supports (PBIS) The Code of Maryland Regulations (COMAR) 13A.08.06 .01 PBIS was adopted by the State Board to: (a) Build capacity among school staff to adopt and sustain the use of positive, effective practices to create learning environments where teachers can teach and students can learn; and (b) Improve the link between research-validated practices and the environments in which teaching and learning occur.	PBIS is a framework that guides selection, integration, and implementation of the best evidence-based practices for improving academic and behavioral outcomes for all students.	When implemented with fidelity school-wide, universal PBIS *aims to reduce disruptive behavior problems, enhance school climate and create safer, more effective schools for ALL students.* This is accomplished by targeting staff behavior and teaching students agreed upon behavioral expectations while promoting a shift from reactive, punitive practices to prevention and the promotion of positive behavior.	There are four integrated elements to the framework: • Data to support decision-making; • Measurable outcomes supported and evaluated by data; • Practices which provide evidence that outcomes are achievable and support students and staff, and; • Systems that efficiently and effectively support implementation of these practices by staff.	• Reduced office discipline referrals • Reduced suspensions • Improved academic achievement	PBIS Maryland: http://pbismaryland.org/ or www.pbis.org	NA

Summary:
PBIS Maryland is a collaborative effort between the Maryland State Department of Education, Sheppard Pratt Health System, the Johns Hopkins University; Center for the Prevention of Youth Violence, and 24 Local Maryland School Systems. An infrastructure has been established for training, implementation and coaching of best practices which includes: annual training calendar, PBIS*Maryland*.org, data collection capacity, PBIS Coaching structure, technical assistance to local school systems and a Management Team and State Leadership Team who meet regularly. Efforts are currently underway to bridge students' transition from early childhood programs, which are implementing Social Emotional Foundations for Early Learning (SEFEL), to PBIS schools.

Source: **http://pbismaryland.org/.**

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
QPR Gatekeeper Suicide Prevention: Question, Persuade, Refer	**QPR stands for Question, Persuade and Refer,** three steps anyone can learn to help prevent suicide. Just like CPR, QPR is an emergency response to someone in crisis and can save lives.	Reduce number of suicide attempts and completions.	Three simple steps to follow: QUESTION Question the person about suicide. Ask if they've had any thoughts about it, feelings, or even plans? Do not be afraid to ask! PERSUADE Persuade the person to get help. Remember to listen carefully and then say, "Let me help" or "Come with me to find help!" REFER Refer for help. If it is a child or adolescent, contact any adult, parents, minister, teacher, coach, or a counselor (1-800-866-HOPE)	Staff will know: • The common causes of suicidal behavior • The warning signs of suicide • How to Question, Persuade and Refer someone who may be suicidal • How to get help for someone in crisis	**QPR Gatekeeper Training for Suicide Prevention:** http://www.qprinstitute.com/	SAMHSA National Registry of Evidence-Based Programs and Practices

Summary:
QPR stands for Question, Persuade, and Refer — the 3 simple steps anyone can learn to help save a life from suicide. The QPR mission is to reduce suicidal behaviors and save lives by providing innovative, practical and proven suicide prevention training. The signs of crisis are all around us. We believe that quality education empowers all people, regardless of their background, to make a positive difference in the life of someone they know. Just as people trained in CPR and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. Each year thousands of Americans, like you, are saying "Yes" to saving the life of a friend, colleague, sibling, or neighbor. QPR can be learned in our Gatekeeper course in as little as one hour.

Source: http://www.qprinstitute.com.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice?	Key Components	Indicator of Successful	Resources	Listed on What Works Clearing House or National

		(Expected Outcomes)		Implementation		Registry of Evidence Based Practices?
Restorative Practices (RP)	RP addresses the needs of all students in dealing with matters of discipline. The philosophy and set of tools actively engage students in dealing with conflict management. RP provides tools to strengthen connections between students, staff, and administration. RP provides opportunities for students to: • Repair the harm caused and engages those harmed and affected. • To learn the full impact of their actions and also be restored to the community.	•Increased connection between members of school community •Better attendance •Improved grades and test scores •Fewer suspensions and expulsions •Decrease in number of dropouts •Overall better student engagement •Stronger parent connection to school	•Leadership commitment to support this changed discipline philosophy from punishment to teaching •Allocation of time and resources for staff training and classroom incorporation of circles •Data tracking and reporting to school community •Leadership incorporation of restorative tools in dealing with staff and parent communication •Leadership and staff support/coaching during implementation of Restorative Practices	• Improvements in climate surveys of students , staff and parents • Decreases in office referrals, suspensions and expulsions • Improvement in attendance data • Reduction in dropout figures • Increases in grades • Increased standardized testing scores	Center for Dispute Resolution University of Maryland Francis School King Carey School of Law: http://www.law.umaryland.edu/RestorativePractices	Not Listed

Summary:

Restorative practices, which evolved from restorative justice, is a new field of study that has the potential to positively influence human behavior and strengthen civil society around the world. Restorative practices builds healthy communities, increases social capital, reduces the impact of crime, decreases antisocial behavior, repairs harm and restores relationships. As an emerging social science, restorative practices integrates developments from a variety of disciplines and fields, including education, psychology, social work, criminology, sociology, organizational development and leadership. A restorative practice has the potential and has begun to influence several areas of need globally. Research, investigation and inquiry are driving theory development and practice enhancement. Some notable areas of influence are: U.S. school-to-prison pipeline; European refugee and transcontinental migration conflict; radicalization of youth; and community policing and use of force.

Source: http://www.iirp.edu/what-we-do/what-is-restorative-practices.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Second Step Early Learning through Grade 8	*Second Step* provides instruction in social and emotional learning with units on skills for learning, empathy, emotion management, friendship skills, and problem solving. The program contains separate sets of lessons for use in prekindergarten through eighth grade.	Strengthen students' ability to: • learn • have empathy • manage emotions • solve problems • focus, listen, and stay calm • Students are better able to meet school-wide behavioral expectations and benefit from learning.	Six main task categories: • Motivate • Prepare • Train • Support • Validate, and • Sustain. Each category is made up of a selection of recommended tasks to meet the current level of implementation and to respond to changing needs over time.	• Improved students' social and emotional knowledge and skills, pro-social attitudes, and behavior. • Reduced students' problem and aggressive behaviors	Committee for Children: http://www.secondstep.org/ http://www.casel.org/guide/programs/second-step/	Not Listed

Summary:
Second Step SEL Program: Skills for social and academic success. The Second Step program for Early Learning through Middle School benefits more than 10 million students each year. It teaches critical skills—such as managing emotions and behavior, getting along with peers, and solving problems peacefully—that can help students in school, the workplace, and throughout their lives. Bullying Prevention Unit: Create a positive school climate.

The Second Step Bullying Prevention Unit for Kindergarten–Grade 5 builds on children's social-emotional skills to teach them how to recognize, report, and refuse bullying through story-based lessons and award-winning videos. Based on the latest research, the unit also features innovative online training for every adult in school. Child Protection Unit: Keep kids safe from abuse.

The Second Step Child Protection Unit begins with training that helps schools develop policies and procedures to keep kids safe and teaches all staff to recognize signs of possible abuse and respond if a child discloses. Students in Early Learning through Grade 5 learn about personal safety in age-appropriate lessons, and family materials facilitate safety discussions at home.

Source: http://www.secondstep.org/

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
School Resource Officer Program/ School Resource Officers (SRO)	SRO programs and well-trained SROs play a vital role in creating and maintaining safe and supportive schools. The National Triad Model defines three major roles of the SRO; an instructor who teaches law-related topics, a student mentor and role model, and a law enforcement officer who protects and serves the school community. Effective SROs are adept at community policing skills such as problem solving, relationship building, and open-communication, as well as identifying stakeholders, demonstrating cultural competence, and understanding youth culture.	To create and maintain safe, secure, and supportive learning environment where students can achieve their educational potential and learn to make good life-related decisions.	Development of: • Effective relationships with all stakeholders. • Prevention, intervention, and community outreach. • A Memorandum of Understanding among the parties. • Open and collaborative relationship between the SRO and principal. • Enforcement objectives/ outcomes that meet the needs of students and the school community. • SRO serves as a member on the administrative and school emergency management team.	• Positive climate and culture of school safety and supportive school environment established. • Positive relationships developed between the SRO and students, administrators, staff, and parents. • Reduction in school-related criminal activity and code of conduct violations. • Effective utilization of prevention, intervention, and community outreach measures and services.	United States Department of Justice – Supporting Safe Schools www.cops.usdoj.gov/Default.asp?Item=2687 National Association of School Resource Officers www.nasro.org/ Maryland Association of School Resource Officers www.masro.com/	Not Listed

Summary:
The Maryland Association of School Resource Officers (M.A.S.R.O.) is a non-profit Organization formed to promote law related education and safety of students Membership is comprised of Police Officers, Probation Officers, School Administrators, School Counselors Parents and Teachers who care about maintaining Safe schools in Maryland. The SRO program is more than 20 years old Nationwide. Even though its concept is fairly new to Maryland, by the beginning of the 2000-2001 school year there were over 100 School Resource Officers assigned to Maryland Schools.

SRO's serve three major roles in Maryland Schools: as a Law Enforcement Officers within the school and surrounding community; as instructors who teach law related topics in the classroom; and as student mentors/advisors to help resolve conflicts without violence.

Source: https://www.facebook.com/pg/Maryland-Association-of-School-Resource-Officers-MASRO-201811019829622/about/?ref=page_internal

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Signs of Suicide® Prevention Program (SOS)	SOS is an award-winning, nationally recognized program designed for middle and high school-age students. The program teaches students how to identify the symptoms of depression and suicidality in themselves or their friends,	Participants and students will seek help through the use of the ACT®technique (Acknowledge, Care, and Tell).	The SOS High School program is appropriate for schools, grades 9-12, whereas the SOS Middle School program is designed for grades 6-8. The SOS Booster program is for high school students only, and is designed to prepare students for graduation and life beyond high school.	Reduce number of suicides and suicide attempts.	http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/ https://www.livingworks.net/	SAMHSA National Registry of Evidence-Based Programs and Practices

Summary:
The SOS Signs of Suicide Prevention Program (SOS) is a universal, school-based depression awareness and suicide prevention program designed for middle-school (ages 11–13) or high-school (ages 13–17) students. The goals are to 1) decrease suicide and suicide attempts by increasing student knowledge and adaptive attitudes about depression, 2) encourage personal help-seeking and/or help-seeking on behalf of a friend, 3) reduce the stigma of mental illness and acknowledge the importance of seeking help or treatment, 4) engage parents and school staff as partners in prevention through "gatekeeper" education, and 5) encourage schools to develop community-based partnerships to support student mental health.

Both the middle and high school programs provide age-appropriate, educational DVDs for school staff to play for students. The middle school video (Time to ACT) and the high school video (Friends for Life) inform students how to ACT® (Acknowledge, Care and Tell), demonstrate the right and wrong ways to help, and show a student talking with a school counselor. The program includes an optional student screening that assesses for depression and suicide risk and identifies students to refer for professional help as indicated. The program also includes a video, Training Trusted Adults, to engage staff, parents, or community members in the program's objectives and prevention efforts.

Source: http://www.sprc.org/resources-programs/sos-signs-suicide.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? (*Expected Outcomes*)	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Social Emotional Foundations in Early Learning (SEFEL)	• Framework for teaching social and emotional skills to children.	• Improved SE skills in children. • Improving teacher/child care provider and parent/caregiver ability to teach children SE skills with the secondary outcomes of decrease in parent stress, teacher job stress and an increase in parent efficacy and teacher confidence. • Increase in positive environment and • Decrease in child specific challenging behavior.	• Instituting environmental changes both in classrooms and in homes. • Provides targeted social skills to individual children. • Can be used for all children in a classroom and more targeted strategies for children with challenging behaviors.	• Increase in positive environment and a decrease in child specific challenging behavior.	University of Maryland Institute of Innovation and implementation: https://theinstitute.umaryland.edu/topics/ebpp/sefel.cfm	NA

Summary:
SEFEL is a framework for teaching social and emotional skills to children. It works well in many different settings. In Maryland, SEFEL has been implemented in a variety of different child care settings to great success and is currently being adapted for elementary school settings. In addition, experts in Maryland are currently training parents, home visitors, child welfare workers and first responders in the SEFEL model.

Source: https://theinstitute.umaryland.edu/sefel/about/index.cfm

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Why Try	• Visual metaphors to teach social, emotional, and leadership principles to K-12 youth.	Desired outcomes of the program include: •Improved academic performance •Improved behavior •Increased resilience •Improved social and emotional skills overall	Curriculum includes ten units of instruction centered on ten visual metaphors. Implementation components include: •Direct instruction •Modeling •Role play •Experiential activities •Group discussion •Student-led learning •Journaling •Other multisensory components, including the use of video, music, art, visuals, and	Following successful completion of this course, students will: •Have an understanding of how the choices they make today directly affect the future. •Have an increased internal locus of control. •Improve positive self-concept and self-control. •Understand how to improve academic performance and behavior. •Have an increased ability to resist peer pressure. •Understand how to access positive support systems.	Why Try: http://www.whytry.org/	Not Listed

Summary:
The Why Try Program is a resilience education curriculum that provides simple, hands-on solutions for dropout prevention, violence prevention, truancy reduction, and increased academic success. The idea is straightforward: Teach social and emotional principles to youth in a way they can understand and remember. Why Try is based on sound empirical principles, including solution-focused brief therapy, social and emotional intelligence, and multisensory learning. The Why Try curriculum utilizes a series of ten visual analogies that teach important life skills (e.g., decisions have consequences; dealing with peer pressure; obeying laws and rules; plugging in to support systems).

The visual analogies are reinforced through the creative use of customized hip-hop music, video, over 150 learning activities, journal activities that help students reflect on program concepts, and other multimedia. The Why Try curriculum engages all major learning styles (visual, auditory, and body-kinesthetic). Why Try is often used for RTI and PBIS.

Source: www.whytry.org/index.php?option=com_content&view=article&id=674.

Universal School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Yellow Ribbon Suicide Prevention Program	Yellow Ribbon is a grass-roots, community based, volunteer organization developed to serve youth and the communities that surround them, and to address youth/teen suicide through public awareness, education and training to help communities build new and/or strengthen existing programs.	▪ Empowers individuals and communities through leadership, awareness and education; and ▪ By collaborating and partnering with support networks to reduce stigma and help save lives.	• Suicide Prevention Community Development • Gatekeeper Training, seminars, workshops with fully developed curriculum • Yellow Ribbon chapters, schools and organizations throughout the U.S. and in 47 countries.	Reduce number of suicides and suicide attempts	Yellow Ribbon program: http://yellowribbon.org/.	Not Listed

Summary:
The Yellow Ribbon Suicide Prevention Program is dedicated to preventing suicide and attempts by making suicide prevention accessible to everyone and removing barriers to help by: Empowering individuals and communities through leadership, awareness and education; and collaborating and partnering with support networks to reduce stigma and help save lives.

The program began in 1994 in response to heartfelt pleas from teens and adults after the death of a friend and loved one. Words of help and hope said by the teen's family were put on bright yellow paper and shared at the services, 500 of those messages and at the end, all were gone. Teens shared the messages locally and began to mail them to friends and loved ones – mailed them 'everywhere'. Within three weeks came word of a girl who got help when she gave the hallmark of the program – the Ask 4 Help! ® Card (that bright yellow message) to her teacher – and received help. The ripple effect had begun – a bright yellow bridge was built that connects those in need to those who help.

Source: http://yellowribbon.org/.

Current Implemented Targeted School Discipline Practices

Targeted School Practices are the additional practices provided to students who require supports in addition to universal supports. Programs and strategies that make up the targeted supports can be described as small group interventions (commercial or created at the school) in which students are placed based on an identified shared need.

Practice	Level of Support	Local School System (LSS)				
ACE Mentor Program	Targeted	• Anne Arundel	• Baltimore City	• Frederick	• Talbot	• Wicomico
Advancement Via Individual Determination (AVID)	Targeted	• Anne Arundel • Baltimore City	• Baltimore County • Charles	• Harford • Montgomery • Prince George's	• SEED • Washington	
Botvin Life skills Training (LST)	Targeted (Universal Option)	• Allegany • Anne Arundel	• Baltimore County • Caroline	• Charles • Dorchester • Frederick	• Kent • Prince George's • Queen Anne's	• St. Mary's • Worcester
Check and Connect (CnC) and/or Mentoring Groups	Targeted	• Allegany • Anne Arundel • Baltimore	• Baltimore • Calvert • Caroline	• Carroll • Cecil • Charles • Dorchester	• Frederick • Howard • Kent • Montgomery • Prince George's	• Queen Anne's • St. Mary's • Talbot • Washington • Worcester
Check In Check Out (CICO)	Targeted	• Allegany • Anne Arundel • Baltimore City • Baltimore • Calvert	• Caroline • Carroll • Cecil • Charles • Dorchester	• Frederick • Garrett • Harford • Howard • Kent • Montgomery	• Prince George's • Queen Anne's • SEED School • St. Mary's • Somerset	• Talbot • Washington • Wicomico • Worcester
Holistic Life Foundation (HLF)	Targeted	• Baltimore City				
Skillstreaming	Targeted (Intensive)	• Allegany	• Baltimore County	• Caroline		
Superflex	Targeted (Intensive)	• Baltimore County • Calvert	• Carroll • Harford			

Targeted School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
ACE Mentor Program Founded in 1994, the ACE name stands for Architecture, Construction, and Engineering.	The ACE program helps to mentor high school students and inspires them to pursue careers in design and construction. It's now the construction industry's fastest-growing high school mentoring program, reaching over 8,000 students annually.	• Introduce students to some of the basic skills and processes needed to design and build a structure • Informs students about different career path in the design and construction industry through presentation by mentors and others; and • Provide scholarships to students to encourage and facilitate their pursuit of post-secondary education related to the building industry.	• Establish design teams of 15-25 students and industry mentors. • Year-long guided mock design project with appropriate mentors; architect, engineer, and construction management • Companies provide one or two mentors per design team. • Approximately 15 sessions, for about two hours after school. • All-team activities such as "College Night" and field trips to construction sites. • Final presentation night to showcase each teams work. • Alumni and scholarship program • Internships and post-college job opportunities	• Awarded over $14 million in scholarships • Participants graduate HS at a greater rate than non-participants. • Increases the diversity in architecture, construction and engineering program enrollment. • Female participants enter college engineering programs at double the national rate of non-ACE counterparts • More minorities are enrolled in ACE than other afterschool programs as a whole. • More low-income students are enrolled in the ACE than other afterschool programs as a whole.	ACE Mentor Program http://www.acementor.org/affiliates/maryland	Not Listed

Summary:

Architecture. Construction. Engineering. The ACE Mentor Program of America, Inc. (ACE) helps mentor high school students and inspires them to pursue careers in design and construction. It's now the construction industry's fastest-growing high school mentoring program, reaching over 8,000 students annually. Our mission is to engage, excite and enlighten high school students to pursue careers in architecture, engineering, and construction through mentoring and to support their continued advancement in the industry. ACE not only engages sponsors and volunteer mentors to expose students to real-world opportunities, it financially supports each student's continued success through scholarships and grants. Since inception, ACE has awarded over $14 million in scholarships to promising participants.

ACE's Maryland affiliates give local high school students an opportunity to explore potential careers in architecture, engineering and construction. Mentored by experienced professionals from local building industry firms, students participate as teams in a variety of exciting and engaging activities. These might include field trips to construction sites, visits to university engineering and other construction-related departments, lectures by industry experts and tours of professional offices. In addition, student teams and their mentors collaborate on projects that simulate genuine industry situations. The result is a practical way to learn about the tools and procedures building industry professionals use to translate abstract ideas into the structures that make up our everyday world.

Source: http://www.acementor.org/about-us/.

Targeted School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Advancement Via Individual Determination (AVID)	AVID is a system that accelerates student learning through the use of research-based methods and materials that help teachers provide effective instruction to their students in primary, secondary, and postsecondary education. Because AVID has always aligned itself with state educational standards, schools in nearly every state in the country now have AVID systems in place, and policymakers and administrators view AVID as an important strategy for closing the achievement gap and opening up the possibility of college attendance for all students.	At risk students will: • succeed in a rigorous curriculum • enter mainstream activities of the school • increase their enrollment in 4-year colleges • become educated and responsible participants and leaders in a democratic society.	• Voluntary participation by students and staff • AVID elective class availability within the regular academic day • Student enrollment in a rigorous, college-prep course of study • Bases of instruction include strong writing and reading curricula • Inquiry Collaboration Trained tutors • Data-intensive program monitoring • Active interdisciplinary site team.	• Increased course completion. • Increased enrollment in a college-prep course of study • Increased rate of graduation	AVID Decades of College Dreams: http://www.avid.org/	Institute of Educational Sciences What Works Clearing House

Summary:
Advancement Via Individual Determination (AVID) trains educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. AVID brings research-based strategies and curriculum to educational institutions in elementary, secondary, and higher education. The AVID System annually provides more than 30,000 educators with training and methodologies that develop students' critical thinking, literacy, and math skills across all content areas throughout the entire campus, in what we call Schoolwide AVID. Teaches skills and behaviors for academic success. AVID provides intensive support with tutorials and strong student/teacher relationships; creates a positive peer group for students; and develops a sense of hope for personal achievement gained through hard work and determination.

Source: http://www.avid.org/what-is-avid.ashx.

Targeted School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Botvin Lifeskills Training (LST)	• Reduce the risks of alcohol, tobacco, drug abuse, and violence • Targets the major social and psychological factors that promote the initiation of substance use and other risky behaviors • Skills-based health education supports the whole child. • Foundational skills can be applied to every aspect of student life.	Students will develop: • Drug resistance skills • Personal self-management skills • General social skills	• Classroom-based social skills training program • Teacher facilitated lessons with engaging, student activities • Instruction, demonstration, feedback, reinforcement, & practice • Focuses on teaching the knowledge and skills to maintain healthy behaviors that promote the confidence and self-efficacy to face life's challenges • 10 class sessions, approximately 40-45 minutes each	• Improved trends over time in Youth Risk Assessments.	Botvin Lifeskills Training: http://www.lifeskillstraining.com/	Not Listed

Summary:
Botvin LifeSkills Training (LST) is a research-validated substance abuse prevention program proven to reduce the risks of alcohol, tobacco, drug abuse, and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. This comprehensive and exciting program provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. Rather than merely teaching information about the dangers of drug abuse, Botvin LifeSkills Training promotes healthy alternatives to risky behavior through activities designed to:
- Teach students the necessary skills to resist social (peer) pressures to smoke, drink, and use drugs;
- Help students to develop greater self-esteem and self-confidence;
- Enable students to effectively cope with anxiety;
- Increase their knowledge of the immediate consequences of substance abuse; and
- Enhance cognitive and behavioral competency to reduce and prevent a variety of health risk behaviors.

Source: https://www.lifeskillstraining.com/overview.php.

Targeted School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Check and Connect (CnC) **Mentoring Groups**	*Check & Connect* is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of *Check & Connect* is to foster school completion with academic and social competence.	Increase student: • Attendance • Persistence in school • Accrual of credits • School completion rate Decrease student: • Truancy • Tardies • Behavioral referrals • Dropout rates	CnC is implemented by a trained mentor with a caseload of students and families over time and who follows their caseload from program to program and from school to school. The CnC mentor continuously: • Checks on students, assessing their engagement with school and learning through close monitoring of their attendance, behavior, and grades; and • Connects with students, offering individualized intervention in partnership with school personnel, families, and community service providers.	•Completing School •Progressing in School •Staying in School	Check & Connect Website: http://www.checkandconnect.umn.edu/ Implement Check and Connect with Fidelity Website: http://checkandconnect.umn.edu/manual/default.html	Institute of Educational Sciences What Works Clearing House

Summary:
Check & Connect is a comprehensive intervention designed to enhance student engagement at school and with learning for marginalized, disengaged students in grades K-12, through relationship building, problem solving and capacity building, and persistence. A goal of Check & Connect is to foster school completion with academic and social competence. Check & Connect is implemented by a trained mentor whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members. The mentor works with a caseload of students and families over time and follows their caseload from program to program and school to school. The Check & Connect trained mentor continuously: checks on students, assessing their engagement with school and learning through close monitoring of their attendance, behavior, and grades; and connects with students, offering individualized intervention in partnership with school personnel, families, and community service providers.

Source: http://checkandconnect.umn.edu/.

Targeted School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Check In Check Out (CICO) *More formally known as the Behavior Education Program (BEP)*	Check In/Check Out (CICO) is a Tier 2 intervention used to provide additional structure, prompts, and feedback for students who need more support and access to adult attention. It also serves as the "gateway" to installing other critical systems features required for advanced tiers.	• Improve student accountability • Increase structure • Improve student behavior and academics • Provide feedback and adult support on a daily basis • Improve and establish daily home/school communication • Improve student organization, motivation, incentive, and reward • Help students to self-monitor and correct • Internalize success and accomplishment of goals	• One-day training • School CICO coordinator • Rapid access to intervention (72 hr.) and continuously available • Clearly identified student entry and exit criteria • Consistent with school-wide expectations • Daily student check-in with an adult • Instructional Support Card or Daily Progress Report • Continuous progress monitoring • Implemented by all staff/faculty in a school • Very low effort by teachers • Home/school linkage • Flexible intervention based on functional assessment • Optional student participation	Increase the number of students meeting school-wide expectations as evidenced by discipline and academic referrals.	PBIS Maryland: http://www.pbismaryland.org/ Michigan's Integrated Behavior and Learning Support Initiative: http://miblsi.cenmi.org/MiBLSiModel/Implementation/ElementarySchools/TierIISupports/Behavior/TargetBehaviorInterventions/CheckInCheckOut.aspx	Not Listed

Summary:
The CICO intervention, from the book Responding to Problem Behavior in Schools, 2nd Ed: The Behavior Education Program is a highly effective research based intervention and can be changed and adapted to suit any school or situation. The program consists of students daily checking in with an adult at the start of school to retrieve a goal sheet and encouragement, teachers provide feedback on the sheet throughout the day, students check out at the end of the day with an adult, and the student takes the sheet home to be signed, returning it the following morning at check in.

Source: http://www.pbisworld.com/tier-2/check-in-check-out-cico/.

Targeted School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Holistic Life Foundation (HLF)	The Holistic Life Foundation is a Baltimore-based 501(c) (3) nonprofit organization committed to nurturing the wellness of children and adults in underserved communities. HLF is committed to developing high-quality evidence based programs and curriculum to improve community well-being.	Empower students with skills for • Peaceful conflict resolution • Improved focus and concentration • Greater control and awareness of thoughts and emotions • Improved self-regulation, anger management • Stress reduction and relaxation.	Through a comprehensive approach, children will: • Develop their inner lives through yoga, mindfulness, and self-care • Demonstrates deep commitment to learning, community, and stewardship of the environment.	*Holistic Me* maintains an average daily attendance of at least eight-five (85) percent. Students who have graduated out of the program into the Holistic Life Foundation Mentoring Program come back to volunteer as tutors and yoga instructors. The students planned and facilitated several community clean-ups, set up greening projects in their homes, and constructed a raised-bed vegetable garden at their school.	Holistic Life Foundation, Inc.: http://hlfinc.org/services/after-school-programs/	Not Listed

Summary:
The Holistic Life Foundation is a Baltimore-based 501(c) (3) nonprofit organization committed to nurturing the wellness of children and adults in underserved communities. Through a comprehensive approach which helps children develop their inner lives through yoga, mindfulness, and self-care HLF demonstrates deep commitment to learning, community, and stewardship of the environment. HLF is also committed to developing high-quality evidence based programs and curriculum to improve community well-being.

Source: http://hlforg.wpengine.com/about-us/.

Targeted School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Skillstreaming	*Skill streaming* is designed for teachers and school counseling staff who work with students who display aggression, immaturity, withdrawal, or other problem behaviors. — to teach essential pro-social skills to children and adolescents.	*Skillstreaming* provides clear guidance in: • identifying skills that are missing in a student • practice in modeling skills for the student • role-playing with the student • providing opportunities for students to generalize skills to real-life situations.	*Skillstreaming* program content and implementation addresses: • classroom arrangement • teaching procedures • refining skill use • teaching for skill generalization • managing behavior problems • school context	Students will demonstrate developmentally appropriate social skills: • In the classroom • In the school • In making friends • In dealing with feelings; aggression, stress	Research Press Publishers: http://www.skillstreaming.com/	Not Listed

Summary:
Originally developed by Dr. Arnold P. Goldstein and Dr. Ellen McGinnis, Skillstreaming is a highly acclaimed, research-based prosocial skills training program published by Research Press. Skillstreaming employs a four-part training approach—modeling, role-playing, performance feedback, and generalization—to teach essential prosocial skills to children and adolescents. Each book provides a complete description of the Skillstreaming program, with instructions for teaching a wide variety of prosocial skills and a CD including reproducible forms and handouts.

Source: http://www.skillstreaming.com/.

Targeted School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Superflex	A Superhero Social Thinking Curriculum provides educators, parents and therapists fun and motivating ways to teach students with Asperger Syndrome, high-functioning autism, ADHD and other diagnosed and undiagnosed social difficulties how to build social thinking skills.	Superflex develops super-heroic thinking processes that can overcome the challenges in different social situations that arrive across the school and home day.	The curriculum works best with elementary school children (grades K-5) as well as with immature older students who respond to visual books.	Students with social difficulties will demonstrate improved social thinking and behaviors.	Social Thinking: www.socialthinking.com Featured Products: http://www.socialthinking.com/books-products Facebook: https://www.facebook.com/socialthinking	Not Listed

Summary:
Superflex®: A Superhero Social Thinking Curriculum provides educators, parents and therapists fun and motivating ways to teach students with social and communication difficulties (undiagnosed or diagnosed, such as Asperger's syndrome, ADHD, high-functioning autism or similar). The three-part cognitive behavioral curriculum helps students develop further awareness of their own thinking and social behaviors and learn strategies to help them develop better self-regulation across a range of behaviors.

Source: https://www.socialthinking.com.

Current Implemented Intensive School Discipline Practices

Intensive School Practices are provided to students who require individualized supports in addition to universal and secondary supports. Programs and practices that make up the tertiary supports can be described as intensive programs that are highly individualized around a student's specific needs.

Practice	Level of Support	Local School System (LSS)			
Applied Suicide Intervention Skills Training (ASIST)	Intensive	• Allegany • Garrett • Somerset			
Crisis Prevention Institute (CPI)	Intensive	• Allegany • Anne Arundel • Baltimore County • Calvert	• Caroline • Carroll • Cecil • Charles • Garrett • Harford	• Prince George's • Talbot • St. Mary's • Washington	• Wicomico • Worcester
Life Space Crisis Intervention (LSCI)	Intensive	• Calvert • Howard	• Prince George's • Washington		
Mediation Services	Intensive	• Anne Arundel • Baltimore City • Carroll	• Dorchester • Harford • Kent	• Montgomery • Prince George's	• Queen Anne's • St. Mary's • Wicomico
Peer Mediation	Intensive	• Allegany • Anne Arundel • Baltimore City	• Baltimore County • Calvert • Carroll	• Charles • Dorchester • Frederick	• Montgomery • Prince George's • Queen Anne's	• St. Mary's • Washington • Worcester

Intensive School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Applied Suicide Intervention Skills Training (ASIST)	ASIST is designed to help all caregivers become more willing, ready and able to help persons at risk. Suicide can be prevented with the help of prepared caregivers. Just as "CPR" skills make physical first aid possible, training in suicide intervention develops the skills used in suicide first aid.	Development of intervention protocols, risk review and "Safe plan" development.	• **Preparing**: setting norms for training. • **Connecting**: sensitizes participants to their own attitudes towards suicide. • **Understanding**: overviews the intervention needs of a person at risk and provides participants with the knowledge and skills to develop safe plans. • **Assisting**: presents a model for effective suicide intervention. • **Networking**: generates information about resources in the local community.	Reduce number of suicides and suicide attempts.	LivingWorks: https://www.livingworks.net/	SAMHSA National Registry of Evidence-Based Programs and Practices

Summary:
Applied Suicide Intervention Skills Training (ASIST) is for everyone 16 or older—regardless of prior experience—who wants to be able to provide suicide first aid. Shown by major studies to significantly reduce suicidality, the ASIST model teaches effective intervention skills while helping to build suicide prevention networks in the community.

Source: https://www.livingworks.net/programs/asist.

Intensive School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Crisis Prevention Institute (CPI)	The cornerstone of CPI is the *Nonviolent Crisis Intervention*® program, which is considered the worldwide standard for crisis prevention and intervention training. CPI gives educators the skills to safely and effectively respond to anxious, hostile, or violent behavior while balancing the responsibilities of care.	• Reduces the risk of injury. • Complies with legislative mandates. • Meets regulatory/ accreditation standards. • Improves staff retention. • Minimizes exposure to liability. • Promotes the philosophy of Care, Welfare, Safety, and Security^{SM}.	Gain a basic understanding of crisis intervention methods to: • Identify behaviors that could lead to a crisis. • Effectively respond to each behavior to prevent escalation. • Use verbal and nonverbal techniques to defuse hostile behavior and resolve a crisis before it becomes violent. • Cope with fear and anxiety. • Use CPI's Principles of Personal Safety to avoid injury if behavior becomes physical.	Safely de-escalate and resolve conflict while protecting relationships.	Crisis Prevention Institute: http://www.crisisprevention.com/	Not Listed

Summary:
Applied Suicide Intervention Skills Training (ASIST) is for everyone 16 or older—regardless of prior experience—who wants to be able to provide suicide first aid. Shown by major studies to significantly reduce suicidality, the ASIST model teaches effective intervention skills while helping to build suicide prevention networks in the community.

Source: https://www.livingworks.net/programs/asist.

Intensive School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Life Space Crisis Intervention (LSCI)	LSCI is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. LSCI provides verbal, non-physical skills for special educators, counselors, psychologists, juvenile justice staff, crisis intervention workers, behavior specialists and others who work with troubled and troubling children.	• Provide staff with a roadmap for assisting youth in preventing and resolving crises; while building positive relationships with these youth. • Motivate and empower youths to change repetitive patterns of self-defeating behavior.	•Articulation of the dynamics of conflict cycles which lead to self-defeating behavior •Diagnosing thinking errors that interfere with communication and problem-solving •Identifying and intervene effectively with the process of staff counter-aggression which precludes effective intervention •Demonstrating effective de-escalation, decoding, and counseling strategies for youth in crisis •Employing specific reclaiming interventions	Staff and students will view problems or stressful incidents as opportunities for learning, growth, insight, and change.	Life Space Crisis Intervention http://www.lsci.org/ http://www.lsci.org/training-sites	Not Listed

Summary:
Life Space Crisis Intervention (LSCI) is a nationally recognized, professional training and certification program sponsored by the Life Space Crisis Intervention Institute of Hagerstown, Maryland. LSCI is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. LSCI views problems or stressful incidents as opportunities for learning, growth, insight, and change. This non-physical intervention program uses a multi-theoretical approach to behavior management and problem solving. LSCI provides staff a roadmap through conflict to desired outcomes using crisis as an opportunity to teach and create positive relationships with youth.

Source: https://www.lsci.org/.

Intensive School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Mediation Services	Voluntary and confidential problem-solving process in which two or more students are empowered to resolve their own conflicts with the help of a trained neutral adult mediator through a partnering professional organization.	• Reductions in office referrals and suspensions in well-utilized programs • Possible long term cultural shifts as students learn to use mediation and conflict resolution skills to address conflict	• Staff contact to help coordinate the program, including referrals to mediation • Development of marketing plan to community members • Strong partnership with administration • Most effective when part of a comprehensive conflict resolution program which may include school wide curriculum	• Reductions in office referrals • Reduction in out of school suspensions • Improved school climate regarding safety and connectedness	Community Mediation List of Local Centers: http://www.mdmediation.org/centers Maryland Mediation and Conflict Resolution (MACRO) http://www.marylandmacro.org/	SAMHSA National Registry of Evidence-Based Programs and Practices

Summary:
Mediation helps people reach agreements, rebuild relationships, and find permanent solutions to their disputes. Mediation is a process that lets people speak for themselves and make their own decisions. Community mediation provides a non-profit framework for assuring access to mediation services at the community level with control and responsibility for dispute resolution maintained in the community.

Source: http://www.mdmediation.org/about-community-mediation.

Intensive School Discipline Practices

Intervention Practice	Practice Description	Why Schools Chose Practice? *(Expected Outcomes)*	Key Components	Indicator of Successful Implementation	Resources	Listed on What Works Clearing House or National Registry of Evidence Based Practices?
Peer Mediation	Peer Mediation is a voluntary and confidential problem-solving process in which two or more student are empowered to resolve their own conflicts with the help of a trained neutral peer mediator(s).	• Improved problem-solving and communication skills among cadre of peer mediators • Reductions in office referrals and suspensions in fully supported programs • Possible long term cultural shifts as students learn to use mediation to address conflict	• Staff coordinator time available to support the program • Experienced mediation coordinator(s) to train student cadre • Development of marketing plan • Supportive peer mediation staff committee to help with mediator selection and refer conflicts • Most effective when part of a comprehensive conflict resolution program which may include school wide curriculum	• Reductions in office referrals • Reduction in out of school suspensions • Improved school climate regarding safety and connectedness	Center for Dispute Resolution University of Maryland Francis School King Carey School of Law http://www.law.umaryland.edu/PeerMediation Student and Youth-Based Mediation http://www.theresolutioncenter.com/peermediation/	SAMHSA National Registry of Evidence-Based Programs and Practices

Summary:
Peer mediation is problem solving by youth with youth. It is a process by which two or more students involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator.

Source: http://www.theresolutioncenter.com/peermediation/.

Using Discipline Data to Identify and Address Disproportionality

January 24, 2017

Objectives

- Share Maryland's approach to addressing disproportionality
- Outline support/technical assistance to be provided by MSDE
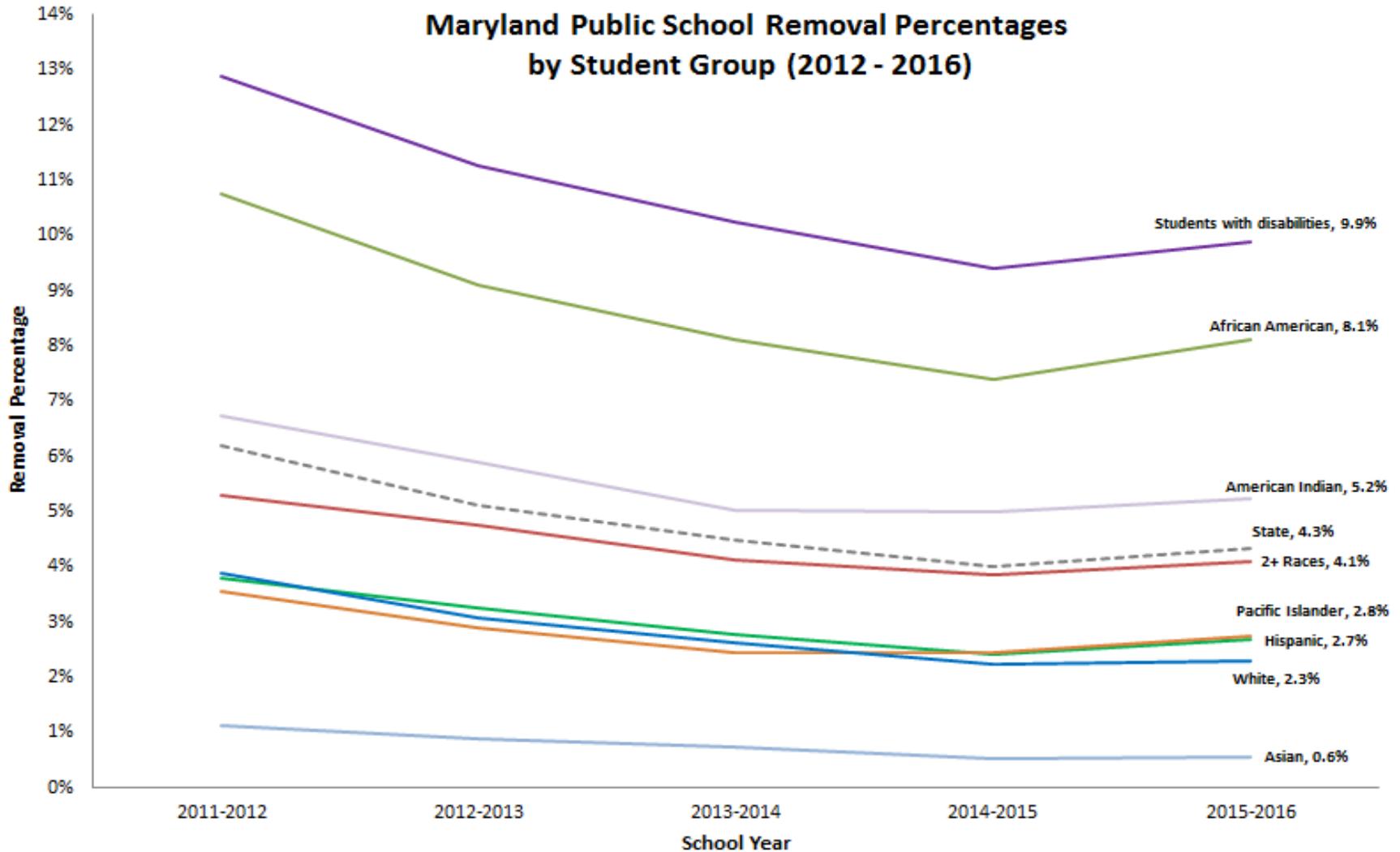- Present implementation timeline

Introduction

❑ The Maryland State Board of Education adopted COMAR 13A.08.01.21, which required the Maryland State Department of Education to:

❑ Develop a method to analyze local school system discipline data to determine whether there is a disproportionate impact on students of color and students with disabilities.

Maryland's School Discipline Data

❑ In school year 2015-2016, Maryland's removal rate (out-of-school suspensions/expulsions) for all students was 4.3%.

❑ However, disparities exist when we examine removal data by student group. For example, in the 2015-2016 school year:

  ❑ 8.1% of African American students received an out-of-school removal compared to 2.3% of White students.

  ❑ 9.9% of students with disabilities received an out-of-school removal compared to 3.6% of students without disabilities.

Maryland Public School Removal Percentages by Student Group (2012 - 2016)

Students with disabilities, 9.9%
African American, 8.1%
American Indian, 5.2%
State, 4.3%
2+ Races, 4.1%
Pacific Islander, 2.8%
Hispanic, 2.7%
White, 2.3%
Asian, 0.6%

Note: Data based on unduplicated counts of students receiving an out-of-school suspension or expulsion divided by September 30 enrollment (for race) and June attendance (for students with disabilities). Data excludes prekindergarten students.

MSDE's Charge

- To develop a method to examine the degree of disproportionality at the school level
- To provide measures and assist local school systems in reducing disproportionality at the school level
  - Provide professional development opportunities
  - Support implementation of strategies that enhance culture and climate at the school level, as well as foster relationships between students and adults
  - Continually monitor data

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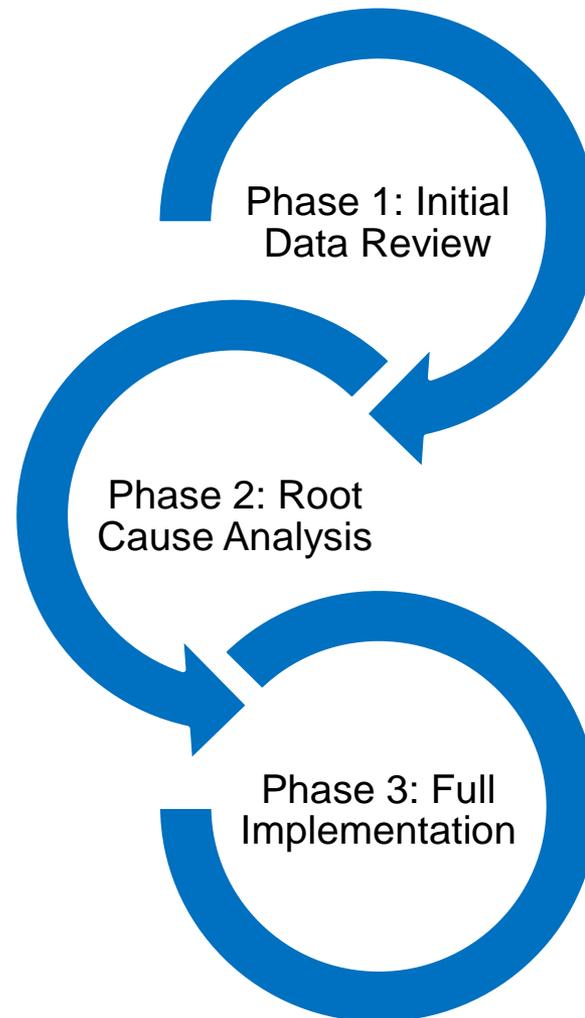EDUCATION
PREPARING WORLD CLASS STUDENTS

Process to Develop a Method

- Reviewed research
  - Literature and national practices
  - Federal guidance and programs
- Consulted national and state experts
- Convened internal and external workgroups
- Solicited feedback from stakeholders

Stakeholders

- Local Superintendents of Schools
- Directors of Student Services
- Directors of Special Education
- Child Advocates
- Local Accountability Coordinators
- School Safety Specialists
- MSDE Division of Student Family and School Support
- MSDE Division of Special Education/Early Intervention Services
- MSDE Division of Curriculum, Assessment, and Accountability

Implementation: Three Phase Approach

Phase 1: Initial Data Review

Phase 2: Root Cause Analysis

Phase 3: Full Implementation

Implementation: Phase 1

Phase 1:
Initial Data
Review

January 2017

- Data dissemination
- Information gathering
- Professional development
- Stakeholder engagement

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Maryland Model:
Two Disproportionality Measures

Risk Ratio

Degree of disproportionality within a school between a student group and all other students.

State Comparison

Degree of disproportionality between a student group at a school compared to "All Students" at the State level.

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Risk Ratio Example…

The removal rate for African American students at ABC Elementary School is 20%.

The removal rate for all other students (non-African American) is 6.67%. The risk ratio is 20 ÷ 6.67 = 3.00

Therefore, the risk of removal for African American students is 3 times higher than the risk of removal for all other students at the school.

Risk Ratio Value	Level of disproportionality
1.00	Equal
2.00	Two times higher risk
3.00	Three times higher risk

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State Comparison Example…

The removal rate for students with disabilities at XYZ Middle School is 18%.
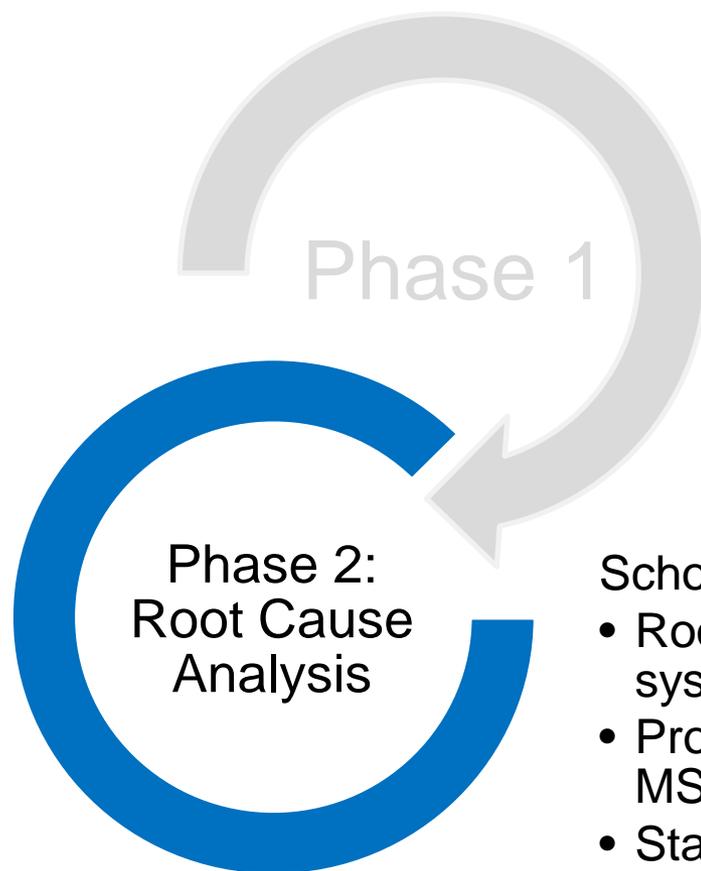
The statewide removal rate for all students in Maryland middle/high schools is 6.75%.

The risk of removal for students with disabilities at XYZ Middle School is 2.7 times higher than the risk of removal for middle/high school students statewide (18% ÷ 6.75%).

State Removal Rate[1]	School Type
1.53%	Elementary
6.75%	Middle/High

[1] **School years 2013-2014, 2014-2015 & 2015-2016**

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Implementation: Phase 2
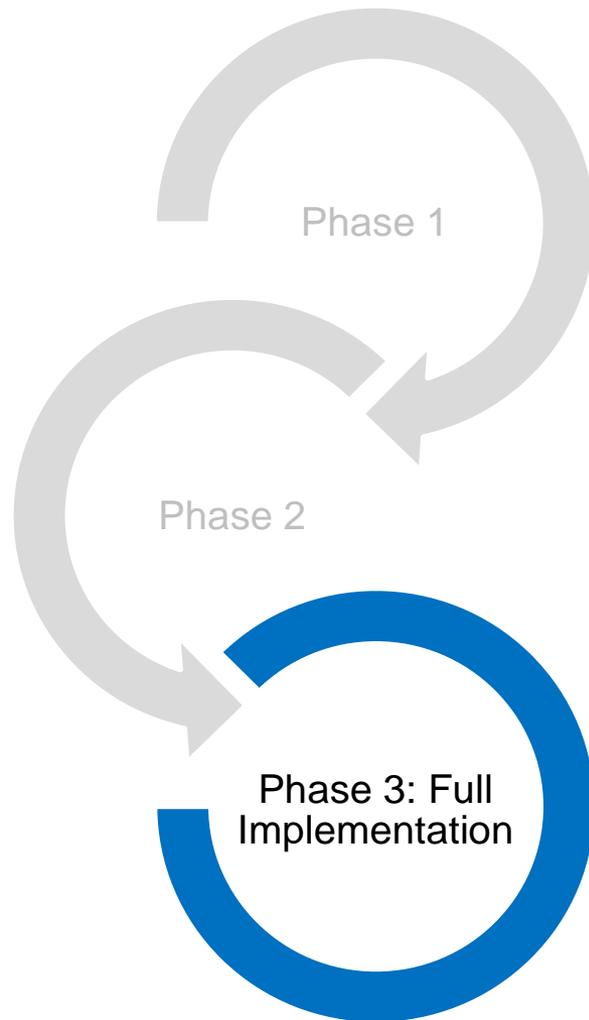

Phase 1

Phase 2:
Root Cause
Analysis

School Year 2017 – 2018
- Root cause analysis by school systems and school level teams
- Professional development provided by MSDE
- Stakeholder engagement

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Technical Assistance

□ Differentiated System of Support

□ *Resource Guide of Maryland School Discipline Practices*

□ Technical Assistance Meeting Schedule

Implementation: Phase 3
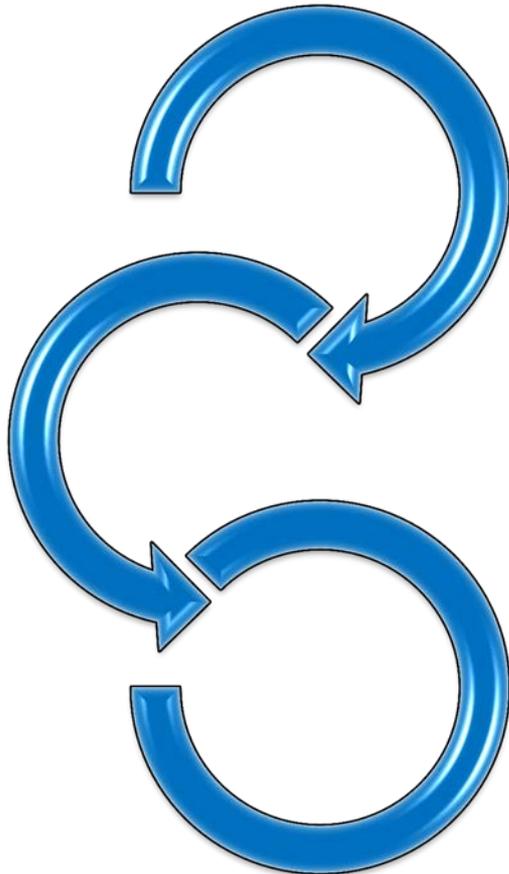
Phase 1

Phase 2

Phase 3: Full Implementation

School Year 2018 – 2019
- Full implementation which includes:
  - Identification of schools
  - Submission of strategic plan by local school system to eliminate disproportionality

Maryland Model: Identification of Schools

A school will be identified as disproportionate if…

- The Risk Ratio and State Comparison measures for one or more student groups within a school meet or exceed a value of 3.0.

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Continuous Improvement

□ Review and respond to changes and trends in the data

□ Engage, inform, and collaborate with stakeholders

□ Continue to refine the Maryland Model in order to improve equity in school discipline

THANK YOU