Maryland
STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.
State Superintendent of Schools

TO: Members of the Strategy and Operations Committee

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools

DATE: November 18, 2026

SUBJECT: Student Discipline Data and Support Strategies Update

STRATEGIC PLAN ALIGNMENT:

Pillar 4: More Resources for Student Success
Goal: Every student is matched with the resources they need to succeed.

Purpose

The purpose of this presentation is to provide the State Board with an update on student discipline data, student disproportionality, statute and Code of Maryland Regulations (COMAR) related to discipline, and next steps to address the needs of Local Education Agencies (LEAs) and schools related to discipline.

Background

Maryland's approach to school climate and student discipline has evolved toward a restorative, student-centered model that prioritizes relationships, prevention, and equity. MSDE has embedded restorative practices into State policy and supported LEAs through comprehensive training and implementation frameworks. Additionally, MSDE has aligned these efforts with a multi-tiered system of support (MTSS) to address behavior proactively rather than punitively.

These shifts are reinforced by data-driven efforts to reduce disproportionality, expand mental health and behavioral support, and strengthen overall school climate demonstrating a clear transition away from exclusionary discipline toward approaches that build community, meet students' underlying needs, and keep students connected to learning. This work directly advances Maryland's Strategic Plan Goal 4 by ensuring that students are matched with the resources necessary for success through strategies that address discipline trends, disproportionality, restorative practices, regulatory requirements, and school climate improvement.

Executive Summary

This presentation provides information and updates on the following:

- Discipline data on the national and state level, out of school suspensions and expulsions by grade levels, by race and ethnicity, by male/female, and by student group;
- School-level disproportionality;
- Statute and COMAR regulations; and

- Progress to date.

The Appendix contains additional information on statute and COMAR regulations, how LEAs are addressing disproportionality, definitions, other rules/considerations, and strategies to address and improve student behavior,

Action

No action is required; this information is for discussion only.

Attachments

Student Discipline and Support Strategies Update PowerPoint Presentation



Student Discipline and Support Strategies Update

DIVISION OF STUDENT SUPPORT AND FEDERAL PROGRAMS

Presented By | Geoff Sanderson, Chief of Accountability
Mary L. Gable, Assistant State Superintendent

November 18, 2026

Maryland
STATE DEPARTMENT OF EDUCATION

MSDE Strategic Plan Goals

1

Every child has access to a high-quality early childhood program.



PILLAR 1: EARLY CHILDHOOD EDUCATION

2

Every school has high-quality and diverse teachers and leaders.



PILLAR 2: HIGH-QUALITY & DIVERSE TEACHERS AND LEADERS

3

Every student graduates high school college and career ready.



PILLAR 3: COLLEGE AND CAREER READINESS



Every student is matched with the resources they need to ensure their success.

4

PILLAR 4: MORE RESOURCES FOR STUDENT SUCCESS



Every school and district receives a rating of ___ or higher.

5

PILLAR 5: GOVERNANCE AND ACCOUNTABILITY

Visit the Maryland State Department of Education website to learn more about the Strategic Plan!

strategicplan.marylandpublicschools.org

STRATEGIC PLAN ALIGNMENT



GOAL 4

Every student is matched with the resources they need to ensure their success. Pillar 4 ensures that Maryland schools have the resources needed to support every student's success.

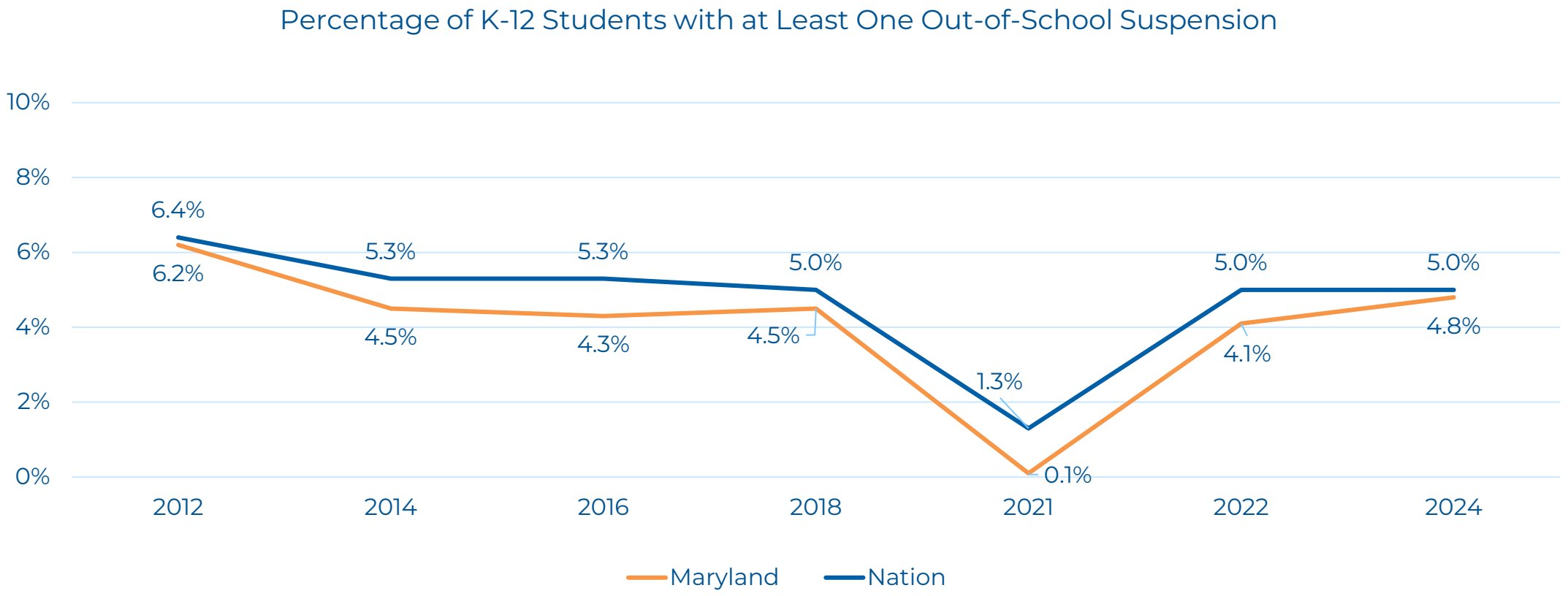


Presentation Outline

1. Update on Student Discipline Data
2. Student Disproportionality
3. Update on Statute and COMAR Regulations Related to Discipline
4. Next Steps
5. Appendix

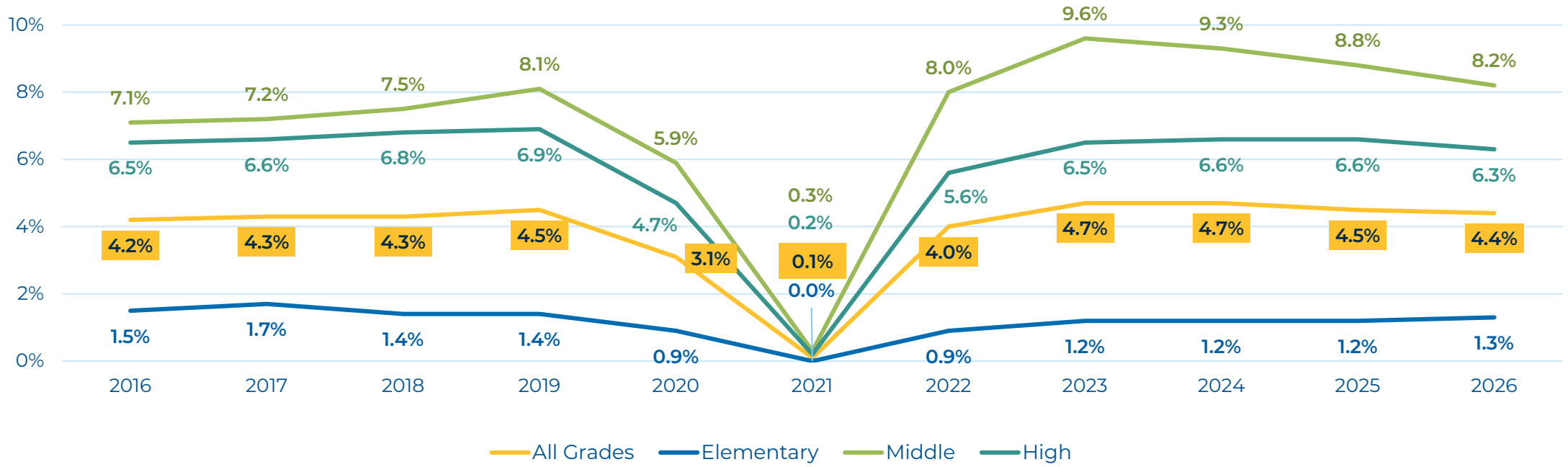
Update on Student Discipline Data

Out-of-School Suspensions and Expulsions: National Landscape



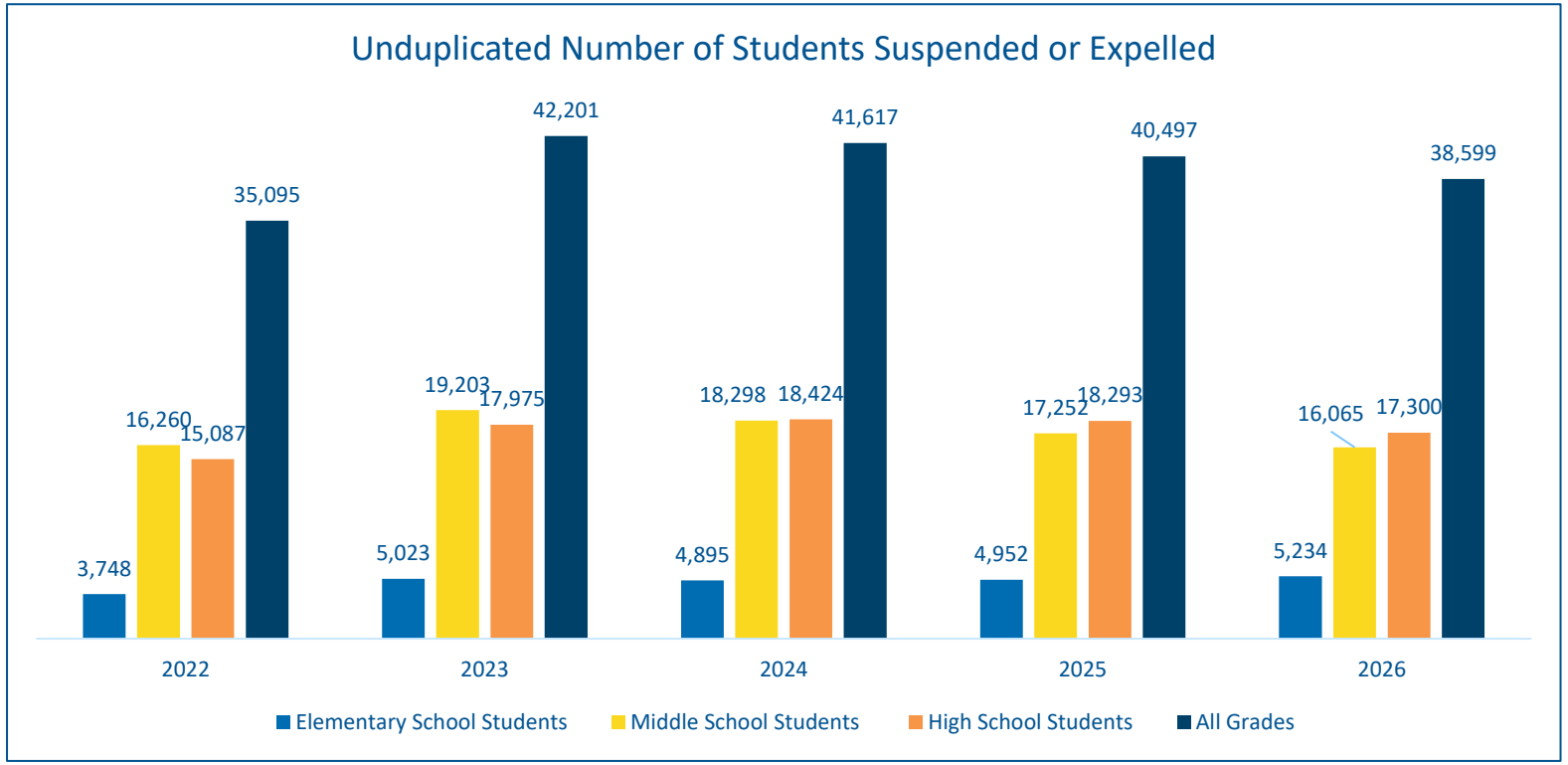
Sources: National data were obtained from Civil Rights Data Collection (CRDC) which collects data directly from school districts every two years and include students in K-grade 12. Maryland K-12 suspension rates were obtained from the *Suspensions, Expulsions, and Health Related Exclusions, Maryland Public Schools* publication.

Maryland Public Schools Out-of-School Suspensions and Expulsions Trend (Pre-K to 12), SY 2015-2016 to 2025-2026



Note: Percentages are calculated by dividing the unduplicated number of students with one or more out-of-school suspensions or expulsions by the total number of enrolled students in each group. Elementary school includes students in Pre-K to grade 5; Middle school includes students in grades 6 to 8; High school includes students in grades 9 to 12.

Maryland Public School Students with Out-of-School Suspensions or Expulsions by Grade Span, SY 2021-2022 to SY 2025-2026

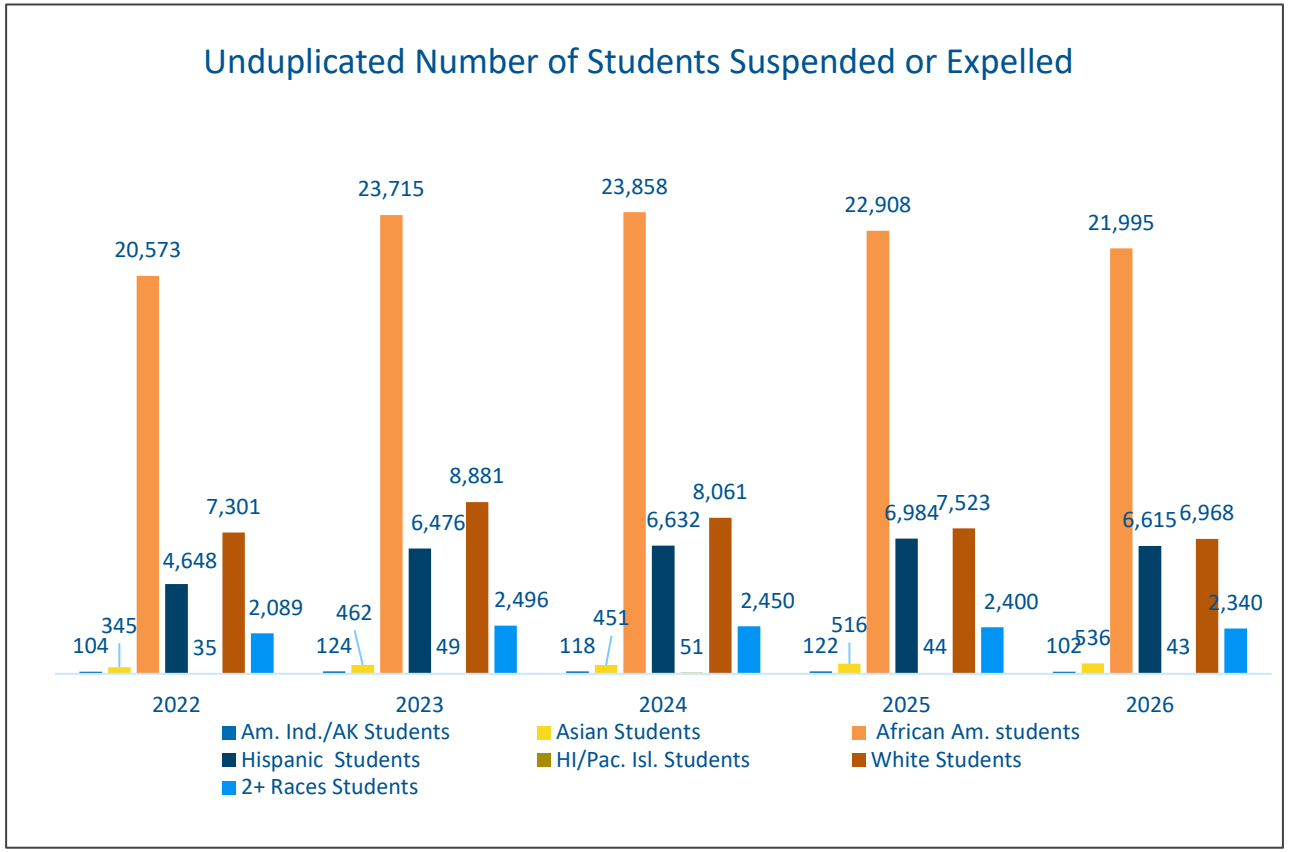


School Year	Elementary School	Middle School	High School	All Grades
2022	0.9%	8.0%	5.6%	4.0%
2023	1.2%	9.6%	6.5%	4.7%
2024	1.2%	9.3%	6.6%	4.7%
2025	1.2%	8.8%	6.6%	4.5%
2026	1.3%	8.2%	6.3%	4.4%

Source: Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools, school years 2021-2022, 2022-2023, 2023-2024, 2026 and 2025-2026.

Note: Percentages in the table are calculated by dividing unduplicated number of students with one or more out-of-school suspensions or expulsions by the total number of enrolled students in each group. Elementary school includes students in Pre-K to grade 5; Middle school includes students in grades 6 to 8; High school includes students in grades 9 to 12.

Maryland Public School Students with Out-of-School Suspensions or Expulsions by Race/Ethnicity, SY 2021-2022 to SY 2025-2026

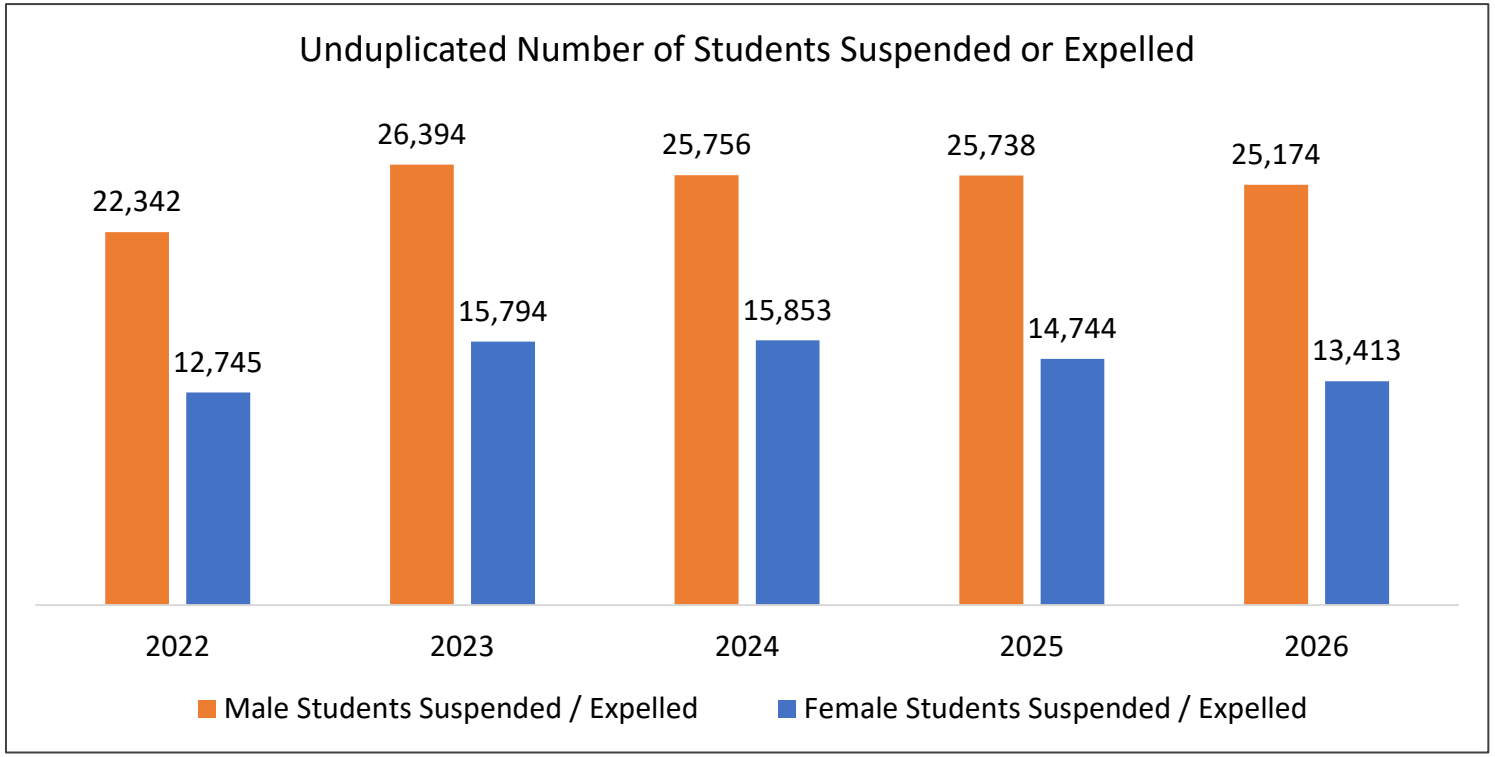


School Year	Am. Ind./AK Students	Asian Students	African Am. students	Hispanic Students	HI/Pac. Isl. Students	White Students	2+ Races Students
2022	4.4%	0.6%	7.0%	2.5%	2.7%	2.4%	4.7%
2023	5.1%	0.8%	8.1%	3.3%	3.9%	3.0%	5.4%
2024	4.9%	0.7%	8.2%	3.3%	4.2%	2.8%	5.2%
2025	5.2%	0.8%	8.0%	3.3%	3.8%	2.7%	4.9%
2026	4.5%	0.9%	7.7%	3.2%	3.8%	2.6%	4.7%

Source: Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools, school years 2021-2022, 2022-2023, 2023-2024, 2025 and 2025-2026.

Note: Percentages in the table are calculated by dividing the unduplicated number of students with one or more out-of-school suspensions or expulsions by the total number of enrolled students in each group. Data include students in Pre-K through Grade 12.

Maryland Public School Students with Out-of-School Suspensions or Expulsions by Gender, SY 2021-2022 to SY 2025-2026

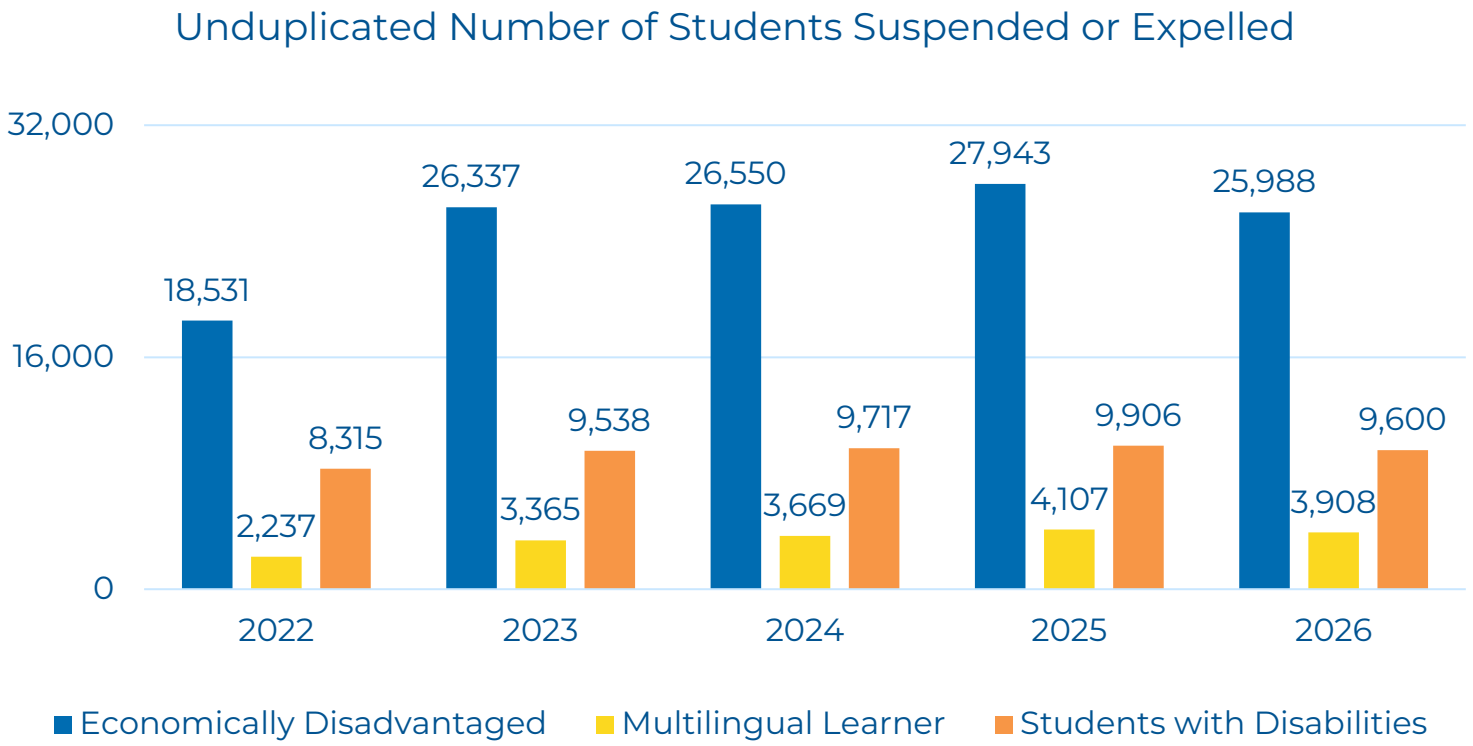


School Year	Percent of Male Students Suspended / Expelled	Percent of Female Students Suspended / Expelled
2022	4.9%	3.0%
2023	5.8%	3.6%
2024	5.6%	3.7%
2025	5.6%	3.4%
2026	5.6%	3.1%

Source: Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools, school years 2021-2022, 2022-2023, 2023-2024, 2025 and 2025-2026.

Note: Percentages in the table are calculated by dividing the unduplicated number of students with one or more out-of-school suspensions or expulsions by the total number of enrolled students in each group. Data include students in Pre-K through Grade 12. Excludes data for nonbinary students.

Maryland Public School Students with Out-of-School Suspensions and Expulsions by Student Group, SY 2021-2022 to SY 2025-2026



School Year	Economically Disadvantaged	Multilingual Learner	Students with Disabilities
2022	8.0%	2.3%	8.1%
2023	8.2%	3.2%	9.1%
2024	8.0%	3.3%	8.7%
2025	7.4%	3.5%	8.6%
2026	7.3%	3.4%	8.2%

Note: Percentages are calculated by dividing the unduplicated number of students with one or more out-of-school suspensions or expulsions by the total number of enrolled students in each group.

Data include students in Pre-K through Grade 12.

School-Level Disproportionality – Maryland's Model

COMAR 13A.08.01.21 - Reducing and Eliminating Disproportionate/Discrepant Impact

A. The Department shall develop a **method** to analyze LEA 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 LEA 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 LEA will report its progress annually to the State Board.

History of Maryland's School-Level Disproportionality Initiative

- MSDE convened a workgroup of LEA leaders, student advocates, agency staff, and other stakeholders to develop Maryland's approach for identifying discipline disproportionality.
- Stakeholder engagement and national expert consultation informed the development of the final model.
- In January 2017, the State Board approved the following recommendations:
  - Analyze school-level disproportionality **by race/ethnicity and for students with disabilities.**
  - Use two measures:
    1. **Risk Ratio**
    2. **State Comparison**
- Focus on **out-of-school suspensions and expulsions**
- Set the **identification threshold at 3.0** for both measures.



Who calculates the disproportionality data?

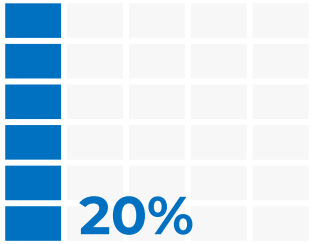
MSDE calculates school-level disproportionality using student-level discipline data submitted annually by LEAs through the state discipline data collection. Student discipline data are submitted each summer following the school year.

Risk Ratio

Compares the suspension rate of a student group within a school to the suspension rate of all other students in that school who are not part of that group.

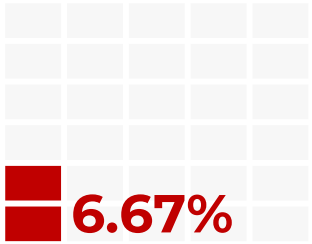
Example

The suspension rate for Hispanic students at an elementary school is 20% and the suspension rate for non-Hispanic students is 6.67%.



20%

Suspension rate for **Hispanic** students within a school



6.67%

Suspension rate for **non-Hispanic** students within a school

This means that the risk of suspension for Hispanic students is **3 times higher** than the risk of suspension for non-Hispanic students at the school.

The **Risk Ratio** is calculated as

20% ÷ 6.67% = 3.00

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

State Comparison

Compares the suspension rate of a student group in a school to a statewide suspension rate for the same grade band.

- Statewide comparison rates are based on the statewide suspension rate for all students and are calculated separately for elementary and middle/high schools.
- Rates are based on three years of cumulative suspension data (currently SYs 2021-22, 2022-23, and 2023-24).

Example

Student Group Rate

The suspension rate for students with disabilities at a middle school is 18%.

Statewide Rate

Statewide Suspension Rate	School Type
1.14%	Elementary (E)
7.16%	Middle/High (M/H)

This means that the suspension rate for students with disabilities at the school is **2.5 times higher** than the suspension rate for middle/high school students statewide.

The **State Comparison** measure is calculated as **18% ÷ 7.16% = 2.5**

How are Schools Identified?

- **Schools are identified in cohorts every three years.** Disproportionality calculations are conducted annually.
- A school is identified when **one or more student groups demonstrate disproportionality in each of three consecutive years**.
  - The **student group may vary from year to year**; any student group meeting the criteria contributes to a school's identification.
- For **combined schools**, disproportionality must occur within the **same grade span** across the three years.

Most Recent Identified Cohort

SY 2022-2023 (Year 1)	SY 2023-2024 (Year 2)	SY 2024-2025 (Year 3)	SY 2025-2026 Identification
Disproportionality for one or more student groups	Disproportionality for one or more student groups	Disproportionality for one or more student groups	71 Schools

Identified Schools by LEA and Results from SY 2025-2026 Disproportionality Calculations

Among the 71 identified schools, 47 (66%) had evidence of disproportionality for one or more student groups based on SY 2025-2026 data. SY 2025-2026 disproportionality calculations were considered planning year data for schools identified in March 2026. Identified schools will have SYs 2026-2027 through 2028-2029 to reduce and eliminate disproportionality.

LEA	Count of Schools Identified in March 2026	Count of Schools with Disproportionality in SY 2025-2026	Count of All Schools by LEA in SY 2025-2026
Allegany	1	0	26
Anne Arundel	18	14	128
Baltimore City	7	5	150
Baltimore County	25	14	177
Caroline	2	1	10
Cecil	1	1	29
Charles	2	0	42
Frederick	2	2	69
Harford	3	3	55
Howard	2	2	78
Prince George's	3	2	203
Queen Anne's	1	1	14
Saint Mary's	2	0	28
Somerset	1	1	8
Wicomico	1	1	25
Total	**71**	**47**	—

How LEAs are Addressing Disproportionality

1. Strengthening MTSS (Multi-Tiered Systems of Support)
2. Increasing Staff Capacity Through Professional Development
3. Adopting Restorative, Non-Exclusionary Alternatives to Suspension
4. Expanding Use of Disaggregated Data for Equity-Based Decision-Making
5. Building More Coherent Systems Through Standardization
6. Addressing Broader Root Causes: Staff Experience, Student Needs, and Family Supports

Education Article § 7-306 and COMAR 13A.08.01.11 – Disciplinary Action

Education Article Section 7-306 – State Code of Discipline

- Required the State Board to establish a **State Code of Discipline for all public schools** with standards of conduct and consequences for not meeting the standards.

- Requires MSDE to provide technical assistance and training to LEAs regarding **restorative practices**, including on becoming **Restorative Practices Schools** (Section 7-306.1)

- Requires **LEAs to adopt regulations** to provide for behavioral interventions, restorative practices, suspensions, and expulsions as appropriate and ensure disciplinary measures are rehabilitative, restorative, and educational.

Student Discipline Regulations (COMAR) and Statute

COMAR

- 13A.08.01.11 – Disciplinary Action
- 13A.08.01.12 – Arrests on School Premises
- 13A.08.01.12-1 – Bringing or Possessing a Firearm on School Property
- 13A.08.01.17 – School Use of Reportable Offenses
- 13A.08.01.21 – Reducing and Eliminating Disproportionate/Discrepant Impact

Statute:

- Education Article Section 7-306 – Maryland Guidelines for a State Code of Discipline
- Education Article Section 7-306.1 – Restorative Practices
- Education Article Section 7-424 and 7424.1 – Bullying Reporting and Model Policy

Progress to Date

Progress to Date

- **Address Chronic Absenteeism & Improve School Climate**
  - Created three toolkits: Spring; Back to School; and All Year to assist guide LEAs in identifying, understanding, monitoring, and responding to chronic absence.
  - Conducted statewide webinars on student attendance and chronic absence.
  - Collect and publish monthly attendance data during the school year to enable LEAs to identify progress, persistent challenges, and opportunities for targeted support.
  - Developed a statewide attendance communications strategy.
  - Updated COMAR 13A.08.01.05 – *Student Attendance Policy* to clarify definitions and ensure best practices are incorporated into LEA attendance policies.

Progress to Date

- **Updated the Maryland Guidelines for a State Code of Discipline**
  - Revise and updated the Maryland Guidelines for a State Code of Discipline to align the Guidelines with recent COMAR updates, restorative practices requirements, disproportionality methodologies, and current best practices in MTSS-aligned discipline.
  - The Guidelines reflect a progressive discipline framework:
    - **Level I:** Teacher/Classroom-based Resources
    - **Level 2:** Teacher-based Responses with Administrative Support
    - **Level 3:** Administrative Intervention with Coordinated Student Services Team Restorative Response
    - **Level 4:** Administrative Intervention Designed to Address More Serious Behaviors
    - **Level 5**: Administrative/School System Central Office Intervention Designed to Address More Serious Behaviors That May Impact School Safety

Progress to Date

- **2026 Behavior Threat Assessment Model Policy for Maryland Schools**
  - The Maryland Center for School Safety updated the Behavior Threat Assessment Model Policy, which serves to provide guidance to LEAs in the ongoing development and administration of behavior threat assessment teams.
  - Behavior Threat Assessment procedures are implemented in all Maryland schools and used to prevent school-based violence.
  - LEAs must update their threat assessment policy, using this model as a guide, by December 1, 2027.
- **Updating and finalizing Maryland's Model Policy on Bullying, Harassment, or Intimidation**
  - Reviewed by local stakeholders.
  - MSDE team is review and incorporating feedback.
  - Will be presented to the Board at a future meeting.

Appendix

COMAR 13A.08.01.12 – Arrests on School Premises

Beginning in the 2015-2016 school year, COMAR 13A.08.01.12 required LEAs to report data on school arrests and referrals to law enforcement or the Department of Juvenile Services.

- Arrests should be made off school grounds and outside school hours whenever possible to avoid disrupting the school environment.
- If an arrest must occur at school, staff must promptly document key details (charges, officer identity, location of arrest).
- Arrests must be carried out discreetly, minimizing embarrassment and ensuring the safety and dignity of the student.
- School systems are required to report student arrest data to MSDE annually using the state-required format.
- Student Arrest Data Collection

COMAR 13A.08.01.12-1 – Bringing or Possessing a Firearm on School Property

- If a student is found to have brought a firearm onto school property or school-sponsored activity, the student shall be **expelled for a minimum of one year.**

- The local superintendent may specify in writing, on a case-by-case basis, a shorter period of expulsion or an LEA-approved alternative educational setting.

- LEAs must provide a report to MSDE that includes the number of incidents, the school where the incident took place, type of firearm involved, and the disposition of each case.

COMAR 13A.08.01.17 – School Use of Reportable Offenses

- Requires schools to act on law-enforcement notifications when a student is charged with a reportable offense, using the information to support safety and planning.
- Allows administrators to develop or adjust safety plans, supports, or student placement based on an individualized assessment.
- Protects student rights and educational continuity by prohibiting automatic disciplinary action solely because of the charge.
- Limits access to reportable-offense information to staff with a legitimate educational interest.
- Prohibits placing reportable-offense information in the student's permanent academic record.

COMAR 13A.08.01.21 – Reducing and Eliminating Disproportionate/Discrepant Impact

- MSDE was required to develop a method to analyze LEA discipline data to determine whether there is a disproportionate impact on minority students.

- If a school's discipline process as having a disproportionate impact on minority students or a discrepant impact on special education students, the LEA must prepare and present to the State Board a plan to reduce the impact within 1 year and eliminate it within 3 years.

***Note**: Maryland's model for disproportionality should not be confused with LEA-level disproportionality, required under IDEA.*

COMAR 13A.08.01.21 – Reducing and Eliminating Disproportionate/Discrepant Impact

Local Education Agency Self-Assessment

- LEAs will provide a brief narrative (two or three paragraphs) describing areas of concern identified in the review of the provided disproportionality data.

- LEAs are strongly encouraged to leverage data and plans that address the goals identified in the plan: Maryland School Survey, Maryland School Report Card, Local Consolidated ESSA Program application, etc.

- LEA Action Plans will be submitted to MSDE through a Smartsheet link.

Strategies to Address and Improve Student Behavior

Behavior Intervention Series Curriculum

- Participants can earn one (1) Continuing Professional Development (CPD) Credit (this is equivalent to 15 Professional Development Points (PDPs) by attending all 6 sessions and completing all assignments.

Session	Topic
1	Elements for Behavior: Core Proactive and Prevention Practices
2	Understanding the Behavior Escalation Continuum I
3	Understanding the Behavior Escalation Continuum II
4	Behavioral Recovery: Students, Staff, and Families
5	Working with Special Populations
6	Strengthening Healthy and Affirmative Relationships

How LEAs Are Addressing Disproportionality

1. Strengthening MTSS (Multi-Tiered Systems of Support)

Nearly every LEA identifies MTSS fidelity gaps as a primary driver of disproportionate discipline outcomes.

LEAs focus on:

- Building consistent Tier 1 behavioral expectations
- Strengthening Tier 2/Tier 3 intervention systems
- Improving referral clarity, progress monitoring, and decision-making protocols
- Creating MTSS guidebooks and standard operating procedures

How LEAs Are Addressing Disproportionality

2. Increasing Staff Capacity Through Professional Development

LEAs emphasize Professional Development targeted at:

- Restorative practices
- Trauma-informed responses
- Implicit bias and culturally responsive instruction
- Behavioral intervention plans (BIPs) and Functional Behavioral Assessments (FBAs)
- Classroom management and de-escalation

This training is often mandatory and tied to school improvement expectations.

How LEAs Are Addressing Disproportionality

3. Adopting Restorative, Non-Exclusionary Alternatives to Suspension

Common statewide strategies include:

- Restorative circles and mediation
- Re-entry conferences
- In-school intervention programs
- Check-in/check-out systems
- Incentive-based positive behavior programs

These approaches aim to replace exclusionary discipline practices with relationship-centered interventions.

How LEAs Are Addressing Disproportionality

4. Expanding Use of Disaggregated Data for Equity-Based Decision-Making

LEAs consistently highlight the need for:

- Monthly or quarterly discipline review protocols
- Disaggregation by race, disability status, gender, and repeated behaviors
- Identifying patterns of subjective disciplinary decisions
- Using dashboards, scorecards, or intervention logs

Many LEAs now require schools to set disproportionality goals in their school improvement plans.

How LEAs Are Addressing Disproportionality

5. Building More Coherent Systems Through Standardization

Several LEAs discovered inconsistent practices across schools and responded by developing:

- Standard templates for behavior plans and IEP-aligned supports
- Fidelity check tools
- Centralized discipline matrices and flowcharts
- Systemwide expectation lessons
- Districtwide SEL guidance manuals

These tools create common language, consistent expectations, and shared accountability.

How LEAs Are Addressing Disproportionality

6. Addressing Broader Root Causes: Staff Experience, Student Needs, and Family Supports

Common systemic factors identified:

- High rates of novice or conditional teachers
- Insufficient special education expertise in general education settings
- Growing behavioral and mental-health needs
- Lack of early intervention systems
- Inadequate supervision in unstructured areas
- Poverty-related barriers (food insecurity, healthcare access, transportation, trauma exposure)

LEAs respond by expanding partnerships, wraparound supports, mental-health services, and family engagement structures.

Definitions

- **Expulsion** - exclusion of the student from the student's regular school program for **45 school days or longer** under certain circumstances:
  - imminent threat of serious harm to other students or staff;
  - the superintendent or designated representative limits the duration of the exclusion to the shortest period practicable; and
  - the school system provides the excluded student with comparable educational services and appropriate behavioral support services to promote successful return to the student's regular academic program.
- **Extended suspension** - means the exclusion of a student from a student's regular program for a time period **between 11 and 45 school days**, which only may occur under certain circumstances, similar to the above.
- **In-school suspension** - removal within the school building of a student from the student's current education program for **up to but not more than 10 school days** in a school year.
- **Long-term suspension** - removal of a student from school for a time period **between 4 and 10 school days.**
- **Short-term suspension**- removal of a student from school for **up to but not more than 3 school days.**

Other Rules/Considerations

- **Prohibition** - a student enrolled in a **public prekindergarten program, kindergarten, first grade, or second grade** may not be suspended or expelled from school, unless:
  - if required by federal law; or
  - suspended for not more than 5 school days per incident if the school administration, **in consultation with a school psychologist or other mental health professional**, determines that there is an imminent threat of serious harm to other students or staff.
- **In-School Suspension** - an in-school removal is not considered a day of suspension as long as the student is afforded the opportunity to **continue to receive instruction**.
- **Education Services During Short-Term Suspensions -** all students who receive short-term suspensions should be provided with the **opportunity to complete the academic work they miss** during the suspension period without penalty; and receive missed assignments, tests, etc. identical with each school's established policy and practice for makeup work in the event of any other excused absence.
- **Imminent Threat -** In its decision in *K.S. v. Baltimore County Board of Education,* MSBE Op. 25-06 (2025), the Maryland State Board of Education defines "imminent threat of serious harm" as **"likely and immediate danger of significant physical injury."** Moreover, the Board explained that an imminent threat involves "more than just a mere possibility that a safety issue may occur—it is likely to occur."

Strategies to Address and Improve Student Behavior

Education Article Section 7-306.1 – Restorative Practices

- Restorative Practices are a set of everyday behaviors, proactive strategies, and facilitated processes designed to build strong relationships, foster community, and repair harm when conflict or wrongdoing occurs. Instead of focusing primarily on punishment or zero-tolerance rules, they emphasize working with people rather than doing things to or for them.
- Ed Article 7-306.1 - Required MSDE to develop a comprehensive plan for the establishment of Restorative Practices (RP) Schools to include:
  - A Framework for LEAs to identify school personnel qualified to provide RP training as RP coaches to other school staff
  - Model training materials in Restorative Practices
  - Standards for when a school may be designated a Restorative Practices School
  - Outcome and performance metrics
- A diverse stakeholder work group was established in September 2025 to develop the comprehensive plan which was completed and distributed to all LEAs in July 2026.
- A statewide Restorative Practices Leadership Team offers ongoing TA for implementation

Education Article Section 7-424 and 7424.1 – Bullying Reporting and Model Policy

Education Article Section 7-424.1 - Model Policy

The Model policy was created to ensure a safe, inclusive environment free from bullying, harassment, or intimidation.

- Defines bullying, cyberbullying, harassment, and intimidation.
- Requires standardized reporting and investigation forms and mandates prompt investigation, documentation, and follow-up.
- Emphasizes restorative, culturally responsive, trauma-informed practices over exclusionary discipline.
- Provides multi-tiered supports for targeted students, students who cause harm, and bystanders

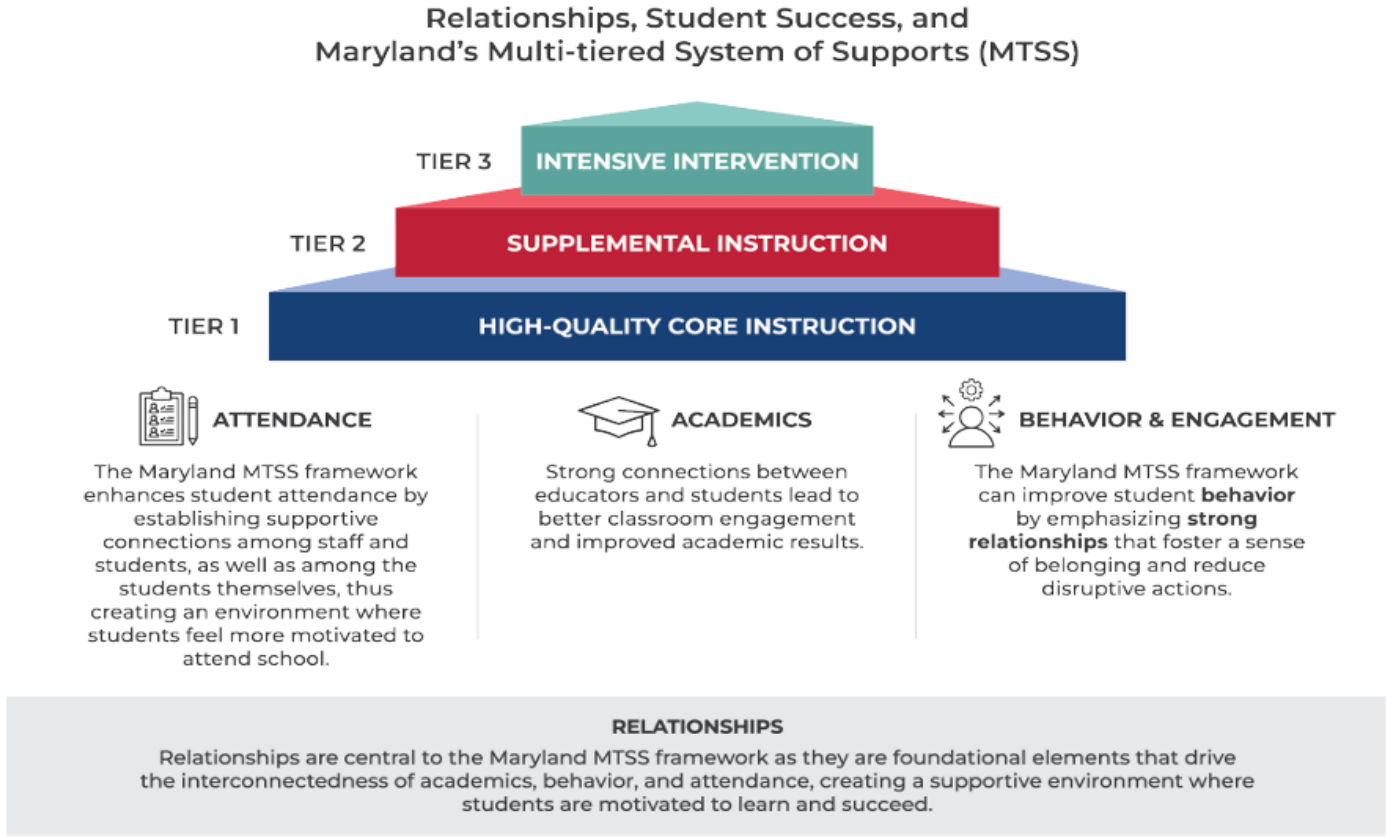
Education Article Section 7-424 and 7424.1 – Bullying Reporting and Model Policy

Bullying Prevention Strategies

- **Course**: An Introduction to Bullying Prevention for Maryland Educators
  - Online, asynchronous course available to all Maryland educators, designed to help better understand of school-based bullying and offers strategies to provide a safer learning environment for all students.
  - Over 5,200 participants
- **Webinar Series**: Addresses awareness, strategies, support for students, investigations, bias-based bullying. Over 200 Participants.
- **State Leadership Meetings**: Includes representatives from all LEAs. Meetings focus on specific topics and members provide input and feedback on initiatives and policies.

Strategies to Address and Improve Student Behavior

- **Multi-Tiered System of Supports**
  - A comprehensive framework that connects academics, behavior, and attendance rather than treating discipline in isolation.
  - Focuses on relationships: staff-student; and peer-to-peer.
  - Integrated into the Maryland Guidelines for a State Code of Discipline.



Strategies to Address and Improve Student Behavior

Maryland School Mental Health Response Program

- In addition to providing mental health consultation and professional develop to all 24 LEAs, the Maryland School Mental Health Program also provides preventive behavioral health professional development and consultation.
- Examples include:
  - Classroom Systems
  - Trauma-Informed Classrooms
  - Building Relationships
  - Brain Development and Behavior
  - De-escalation
  - Crisis Intervention