

# HOUSE BILL 1636

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By: **Delegate Acevero**

Introduced and read first time: February 25, 2026

Assigned to: Rules and Executive Nominations

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## A BILL ENTITLED

1 AN ACT concerning

2 **Primary and Secondary Schools – Discipline–Related Data – Collection and**  
3 **Publication**

4 FOR the purpose of requiring the State Department of Education to make public certain  
5 discipline–related data in a usable format for the Department’s website; requiring  
6 the Department to maintain and use a certain risk ratio and State comparison  
7 threshold to identify a school’s disproportional disciplinary practices; requiring  
8 certain schools to create an action plan; and generally relating to school  
9 discipline–related data collection and publication.

10 BY repealing and reenacting, with amendments,  
11 Article – Education  
12 Section 7–306(a), (e), and (f)  
13 Annotated Code of Maryland  
14 (2025 Replacement Volume and 2025 Supplement)

15 BY adding to  
16 Article – Education  
17 Section 7–306(f) and (g)  
18 Annotated Code of Maryland  
19 (2025 Replacement Volume and 2025 Supplement)

20 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND,  
21 That the Laws of Maryland read as follows:

22 **Article – Education**

23 7–306.

24 (a) (1) In this section[, “restorative] **THE FOLLOWING WORDS HAVE THE**

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EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.

[Brackets] indicate matter deleted from existing law.



1 **MEANINGS INDICATED.**

2 **(2) (I) “RESTORATIVE practices”** means a communally and culturally  
 3 responsive, relationship–focused student discipline model that:

4 **[(i)] 1.** Is preventive and proactive;

5 **[(ii)] 2.** Emphasizes building strong relationships and setting  
 6 clear behavioral expectations that contribute to the well–being of the school community;

7 **[(iii)] 3.** In response to behavior that violates the clear behavioral  
 8 expectations that contribute to the well–being of the school community, focuses on  
 9 accountability for any harm done by the problem behavior; and

10 **[(iv)] 4.** Addresses ways to repair the relationships affected by the  
 11 problem behavior with the voluntary participation of an individual who was harmed.

12 **[(2)] (II) “Restorative practices”** may include:

13 **[(i)] 1.** Conflict resolution;

14 **[(ii)] 2.** Mediation;

15 **[(iii)] 3.** Peer mediation;

16 **[(iv)] 4.** Circle processes;

17 **[(v)] 5.** Restorative conferences;

18 **[(vi)] 6.** Social emotional learning;

19 **[(vii)] 7.** Trauma–informed care;

20 **[(viii)] 8.** Positive behavioral intervention supports; and

21 **[(ix)] 9.** Personal accountability.

22 **(3) “SUBGROUP” MEANS A GROUP OF STUDENTS WHO ARE OF THE**  
 23 **SAME:**

24 **(I) RACE;**

25 **(II) ETHNICITY;**

26 **(III) GENDER;**

1                   **(IV) DISABILITY STATUS, INCLUDING WHETHER THE STUDENT**  
2 **HAS AN INDIVIDUALIZED EDUCATION PROGRAM OR SECTION 504 PLAN;**

3                   **(V) SOCIOECONOMIC STATUS, AS DETERMINED BY ELIGIBILITY**  
4 **FOR FREE OR REDUCED PRICE MEALS OR AN EQUIVALENT MEASURE;**

5                   **(VI) GRADE LEVEL; OR**

6                   **(VII) ENGLISH LANGUAGE PROFICIENCY.**

7           (e)   (1)   On or before October 1 each year, the Department shall submit to the  
8 Governor and, in accordance with § 2–1257 of the State Government Article, the General  
9 Assembly, a student discipline data report that includes a description of the uses of  
10 restorative practices in the State and a review of disciplinary practices and policies in the  
11 State.

12           (2)   The Department shall disaggregate the information in any student  
13 discipline data report prepared by the Department by [race, ethnicity, gender, disability  
14 status, eligibility for free or reduced price meals or an equivalent measure of socioeconomic  
15 status, English language proficiency,] **SUBGROUP** and type of discipline for:

16                   (i)   The State;

17                   (ii)   Each local school system; [and]

18                   (iii)   Each public **AND NONPUBLIC** school, **INCLUDING CHARTER**  
19 **SCHOOLS;**

20                   **(IV) THE MARYLAND SCHOOL FOR THE BLIND;**

21                   **(V) THE MARYLAND SCHOOL FOR THE DEAF;**

22                   **(VI) THE SEED SCHOOL OF MARYLAND; AND**

23                   **(VII) THE JUVENILE SERVICES EDUCATION PROGRAM.**

24           (3)   Special education–related data in any report prepared under this  
25 subsection shall be disaggregated by race, ethnicity, and gender.

26           **(F) (1) IN THIS SUBSECTION, “HIGH–SUSPENDING” INCLUDES:**

27                   **(I) AN ELEMENTARY SCHOOL THAT SUSPENDS 10% OR MORE**  
28 **OF ITS STUDENTS IN EACH SUBGROUP; AND**

1                   **(II) A SECONDARY SCHOOL THAT SUSPENDS 25% OR MORE OF**  
2 **ITS STUDENTS IN EACH SUBGROUP.**

3                   **(2) THE DEPARTMENT SHALL MAKE PUBLIC IN A USABLE FORMAT ON**  
4 **THE DEPARTMENT'S WEBSITE ALL DISCIPLINE-RELATED DATA SEARCHABLE BY**  
5 **THE STATE LEVEL, LOCAL SCHOOL SYSTEM LEVEL, AND SCHOOL LEVEL.**

6                   **(3) THE DATA INCLUDED ON THE DEPARTMENT'S WEBSITE UNDER**  
7 **PARAGRAPH (2) OF THIS SUBSECTION MAY INCLUDE:**

8                   **(I) ANY DISCIPLINARY PRACTICES OF A SCHOOL OR**  
9 **INSTITUTION LISTED IN SUBSECTION (E)(2) OF THIS SECTION THAT ARE**  
10 **DISPROPORTIONAL TO SIMILAR SCHOOLS WITH A SIMILAR COMPOSITION OF**  
11 **SUBGROUPS;**

12                   **(II) THE NUMBER AND PERCENTAGES OF STUDENTS**  
13 **SUSPENDED;**

14                   **(III) EACH SCHOOL OR INSTITUTION'S OVERALL SUSPENSION**  
15 **RATE; AND**

16                   **(IV) DATA ON HIGH-SUSPENDING SCHOOLS.**

17                   **(G) (1) (I) IN THIS SUBSECTION THE FOLLOWING WORDS HAVE THE**  
18 **MEANINGS INDICATED.**

19                   **(II) "RISK RATIO" MEANS THE RATIO OF STUDENTS IN A**  
20 **SUBGROUP THAT ARE REMOVED FROM A SCHOOL TO ALL OTHER STUDENTS**  
21 **ENROLLED AT THE SAME SCHOOL.**

22                   **(III) "STATE COMPARISON THRESHOLD" MEANS A RATIO OF THE**  
23 **REMOVAL RATE OF STUDENTS IN A SUBGROUP TO THE REMOVAL RATE:**

24                   **1. OF ALL STUDENTS ENROLLED IN PUBLIC SCHOOLS IN**  
25 **THE STATE; OR**

26                   **2. ACROSS THE SAME SCHOOL LEVELS.**

27                   **(2) (I) THE DEPARTMENT SHALL:**

28                   **1. MAINTAIN A RISK RATIO AND STATE COMPARISON**  
29 **THRESHOLD OF 2.0;**

30                   **2. USE THE RISK RATIO AND STATE COMPARISON**

1 THRESHOLD TO IDENTIFY A SCHOOL'S DISCIPLINE PROCESS AS HAVING A  
2 DISPROPORTIONATE IMPACT ON STUDENTS IN A SUBGROUP; AND

3                   **3. PROVIDE SCHOOLS AND LOCAL SCHOOL SYSTEMS**  
4 **WITH SUPPORT AND RESOURCES TO REDUCE DISPARITIES IN DISCIPLINE TO BELOW**  
5 **THE 2.0 RISK RATIO AND STATE COMPARISON THRESHOLD, AND REDUCE**  
6 **EXCLUSIONARY DISCIPLINE OVERALL TO BELOW THE HIGH-SUSPENDING**  
7 **THRESHOLD IDENTIFIED UNDER SUBSECTION (F) OF THIS SECTION.**

8                   **(II) IF THE DEPARTMENT IDENTIFIES A SCHOOL AS**  
9 **HIGH-SUSPENDING OR HAVING A DISPROPORTIONATE IMPACT, THE SCHOOL OR**  
10 **LOCAL SCHOOL SYSTEM SHALL SUBMIT A CORRECTIVE ACTION PLAN TO THE STATE**  
11 **BOARD THAT DETAILS SPECIFIC ACTIONS THE SCHOOL OR LOCAL SCHOOL SYSTEM**  
12 **WILL TAKE TO:**

13                   **1. REDUCE THE HIGH-SUSPENDING OR**  
14 **DISPROPORTIONATE IMPACT WITHIN 1 YEAR AFTER THE DATE ON WHICH THE**  
15 **DEPARTMENT IDENTIFIES THE SCHOOL AS HIGH-SUSPENDING OR HAVING A**  
16 **DISPROPORTIONATE IMPACT; AND**

17                   **2. ELIMINATE THE HIGH-SUSPENDING OR**  
18 **DISPROPORTIONATE IMPACT WITHIN 3 YEARS AFTER THE DATE ON WHICH THE**  
19 **DEPARTMENT IDENTIFIES THE SCHOOL AS HIGH-SUSPENDING OR HAVING A**  
20 **DISPROPORTIONATE IMPACT.**

21                   **(III) ON OR BEFORE OCTOBER 1, 2028, AND EACH OCTOBER 1**  
22 **THEREAFTER, THE DEPARTMENT SHALL PUBLISH ON ITS WEBSITE THE**  
23 **CORRECTIVE ACTION PLAN AND INCLUDE:**

24                   **1. THE LEVELS OF SUSPENSION FOR ANY SCHOOL**  
25 **IDENTIFIED AS HIGH-SUSPENDING; AND**

26                   **2. THE DISPROPORTIONALITY DATA FOR ANY SCHOOL**  
27 **IDENTIFIED AS HAVING A DISPROPORTIONATE IMPACT.**

28                   **[(f)] (H)** (1) In this subsection, "alternative school discipline practice" means  
29 a discipline practice used in a public school that is not an in-school suspension or an  
30 out-of-school suspension.

31                   (2) The Department shall collect data on alternative school discipline  
32 practices in public schools for each local school system, including:

33                   (i) The types of alternative school discipline practices that are used  
34 in a local school system; and

1 (ii) The type of misconduct for which an alternative discipline  
2 practice is used.

3 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect July  
4 1, 2026.