

Schools that are Safe, Drug-free, and Conducive to Learning

No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year. **Note:** Information associated with Safe Schools is also included in Part II, Additional Federal and State Reporting Requirements and Attachment 11: Title IV Part A, Safe and Drug-Free Schools and Communities.

A. Based on the Examination of Persistently Dangerous Schools Data (Table 7.1 – 7.5):

- Where first-time schools are identified, what steps are being taken by the school system to reverse this trend and prevent the identified school(s) from moving into probationary status? **N/A**

Table 7.1: Number of Persistently Dangerous Schools								
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
# of Schools	0	0	0	0	0	0	0	0

Table 7.2: Probationary Status Schools

School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
NONE			

Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time

School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
NONE			

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 16%	Number With a Suspension Rate that Exceeded 14%	Number With a Suspension Rate that Exceeded 12%	Number With a Suspension Rate that Exceeded 10%	Number With a Suspension Rate that Exceeded 10%
# of Schools	1	0	0	0	0	0	0

Table 7.5: Identified Schools That Have Not Implemented PBIS

School*	School year in which the suspension rate was exceeded	Provide reason for noncompliance	Provide a timeline for compliance
NONE			

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.³

B. Based on the Examination of Data on Incidents of Bullying, Harassment, or Intimidation (Table 7.6):

Table 7.6 Incidents of Bullying, Harassment, or Intimidation						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Incidents	61	27	37	35	45	37

- How would you characterize the prevalence of bullying, harassment, and intimidation in the schools in your system? If you have seen an increase or decrease in reports over the past three school years, explain those in terms of programs and/or procedures that you have implemented.
 - Bullying, harassment, and intimidation incidents have continued to see saw from the 2008-2009 to the 2010-2011 school year. Specifically, there was an increase of 29% from 2008-2009 to 2009-2010 and 18% decrease from 2009-2010 to 2010-2011. PBIS initiative was used during the 2010-2011 school year and specific bullying, harassment, and intimidation strategies were developed and implemented.
 - Annual refresher training continues to occur with all staff, bus contractors, and students
 - Referrals in this area continue to decrease significantly; specifically, last year there was a 10.4% decrease compared to a 45% decrease this year.
- What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, and Intimidation Form?
 - Mandatory annual refresher training with all staff and bus contractors on the bullying, harassment, intimidation policy/reporting procedures and the availability of forms
 - Bullying, Harassment, and Intimidation information included in student agendas and staff handbooks
 - Forms have been posted on the county website
 - Annual review of bullying, harassment, and intimidation policy with all students and a copy of an aged appropriate brochure is sent home to parents

³ Section 7-424 of the Education Article of the Annotated Code.

- Some schools have conducted parent orientations that have included a review of the bullying, harassment and intimidation policy and reporting procedures
- Policy and reporting information has been placed in the County Calendar/Handbook

C. Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Table 7.7):

Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying						
Offense	Sexual Harassment		Harassment		Bullying	TOTAL
2003-2004	10		8			
2004-2005	18		30			
2005-2006	13		3		7	
2006-2007	14		22		13	
2007-2008	6		7		8	21
2008-2009	8		8		8	22
2009-2010	6		10		16	32
2010-2011	4		3		5	12

1. System-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying include climate based strategies, training, increased communications among school staffs and stakeholders, mentoring, parent involvement, and direct instruction.
 - a. Data Analysis
 - b. There was a 63% decrease in the number of suspensions for sexual harassment, harassment, and bullying.
 - c. Referrals also decreased significantly in this area from last year by 45%.
 - d. We continue to utilize our mandatory uniform initiative at all of our elementary schools and middle school and 4 of the 5 schools have seen a decrease in the number of suspensions for bullying, harassment, and intimidation
 - e. Continue to utilize the “Core Essentials” character education program materials county wide and character information is infused in the classroom as well as during morning announcement/activities.

D. Based on the Examination of Suspension Data (Tables 7.8 - 7.10):

Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity (Unduplicated Count)																		
	School Year	Enrolled	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
All Students	2008-2009	2912																
	2009-2010	2898																
	2010-2011	2920	4	0.1	0	0	0	0	95	3.2	0	0	65	2.2	11	0.3		
Male	2008-2009	1491																
	2009-2010	1479																
	2010-2011	1494	3	0.2	0	0	0	0	66	4.4	0	0	51	3.4	4	0.2		
Female	2008-2009	1421																
	2009-2010	1419																
	2010-2011	1426	1	0.07	0	0	0	0	29	2	0	0	14	0.9	7	0.4		

Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity (Unduplicated Count)																		
	School Year	Enrolled	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#
All Students	2008-2009	2912																
	2009-2010	2898																
	2010-2011	2920	4	0.1	1	.03	1	.03	195	6.6	1	.03	98	3.3	14	.47		
Male	2008-2009	1491																
	2009-2010	1479																
	2010-2011	1494	2	.1	1	.06	1	.06	121	8	1	.06	68	4.5	4	.26		
Female	2008-2009	1421																
	2009-2010	1419																
	2010-2011	1426	2	.1	0	0	0	0	74	5.1	0	0	30	2.1	10	.7		

Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category

	School Year	In-School Suspensions			Out-of-School Suspensions		
		#1	#2	#3	#1	#2	#3
All Students	2008-2009	Classroom Disruption	Disrespect	Inciting/Participation in Disturbance	Disrespect	Fighting	Disturbance
	2009-2010	Classroom Disruption	Disrespect	Tardiness	Disrespect	Insubordination	Fighting
	2010-2011	Refusal to Obey	Disrespect	Classroom Disruption	Disrespect	Fighting	Insubordination
Male	2008-2009	Classroom Disruption	Disrespect	Inciting/Participation in Disturbance	Disrespect	Fighting	Classroom Disruption
	2009-2010	Classroom Disruption	Disrespect	Tardiness	Disrespect	Insubordination	Fighting
	2010-2011	Refusal to Obey	Disrespect	Classroom Disruption	Disrespect	Insubordination	Fighting
Female	2008-2009	Fighting	Disrespect	Disturbance	Fighting	Disrespect	Disturbance
	2009-2010	Fighting	Disrespect	Classroom Disruption	Fighting	Disrespect	Insubordination
	2010-2011	Refusal to Obey	Disrespect	Classroom Disruption	Fighting	Disrespect	Insubordination

1. Diverse and innovative system-wide strategies are being used to prevent/reduce suspensions.

a. Data

- i. Somerset continues to see a steady decrease in the number of out of school suspensions; specifically, there was a 3 % decrease from 2008-2009 to 2009-2010 and 14.7% decrease from 2009-2010 to 2010-2011.
- ii. Male students continue to be suspended at a much higher rate than female students; 53.4% of all out of school suspensions are attributed to males as compared to 46.6% for females.
- iii. African American(AA) males are suspended at much high rates than their white male counterparts as indicated by the 2010-2011 data; specifically, 61% of all suspensions are attributed to AA males are suspended compared to 34.5% for white males
- iv. “Classroom Disruption” and “Disrespect” continues to be the most common offense category for in school suspensions
- v. “Disrespect” , “Insubordination”, and “fighting” are the most common offense category for out of school suspensions

b. Strategies for Prevention and reduction

CATEGORY	PREVENTION AND REDUCTION STRATEGIES	FUNDING SOURCE & AMOUNT
One to One Mentoring	Pair students at risk of suspension or expulsion with student and adult mentors	<i>Local</i>
Program	Expose students to positive behavior models through character education	<i>Local & Safe & Drug Free Schools</i>
Student Activities	Engage students in school activities such as clubs, to increase student valuing of being present in school	<i>Local</i>
Programs	Involve suspended or at risk of suspension students in <i>Second Step, Why Try</i> , and counseling groups	<i>Safe & Drug free Schools Grant & Local</i>
Student Support Teams	Provide intensive case management for referred students and support to parents	<i>Local</i>
Parental Involvement/Support	Developed relationships healthy relationships with parents; Provided parents with support and community resources for their students and families	<i>Local/Title I</i>
Program	Encourage positive student behavior through PBIS (Note: PBIS is fully implemented in 6 of 8 schools)	<i>Safe and Drug Free Schools Grant & Local</i>
Training	Provided the Administrative staff both central office and school based with cultural proficiency activities " <i>Building community and Combating Hate</i> "; Continued to investigate systemic staff training in Cultural Proficiency	<i>Local</i>
Program	Partnered with local community based mental health agency to develop a Type III school that provided students with the academic and mental health support that was needed	<i>IOP Grant</i>

2. A commitment has been made by the system to overcome challenges that block student access to a healthy learning environment.

a. Challenges include:

- A Significant number of parents are having difficulties managing their children and ensuring they are prepared for the educational setting.
- Many students are experiencing chaotic situations at home and in the community making their transition to expected behaviors in the schools and classrooms difficult.
- Staff are not fully trained in awareness and skills for interacting with students of various socio economic and racial classes;
- A consistent use of the discipline flowchart among all staff to address student infractions by keeping the consequence as close as possible to the event is a challenge.

b. **Strategies to Overcome Challenges**

- Providing parents with information and guidance on the importance of their children coming to school and being prepared to learn
- Working collaboratively with community agencies and providing supportive transitions to school expected behaviors;
- Providing Beyond Diversity training for staff to assist with interacting with students of various socio economic and racial classes;
- Monitoring each staff’s consistent use of the discipline flowchart to address student infractions and reviewing the data during monthly Deans/VP meetings
- Utilizing the learning support team process to engage parents of struggling learners by developing support for the student & families
- Enhancing PBIS program and incentives to encourage students to follow established rules/guidelines

CATEGORY	PLAN S TO OVERCOME CHALLENGE	FUNDING SOURCE AND AMOUNT
Collaboration	Continue to review data at monthly VP/Dean of Student meetings	<i>Local - Ongoing</i>
Collaboration	Monitor the use of the discipline flowchart in each school for consistency	<i>Local - Ongoing</i>
Collaboration	Continue to meet with community agencies review services offered to students	<i>Local - Ongoing</i>

CATEGORY	PLAN S TO OVERCOME CHALLENGE	FUNDING SOURCE AND AMOUNT
	ands families	
Training	Begin Beyond Diversity training	<i>Local -</i>
Communication	Increase educational guidance to staff and parents on “ways to help students be successful” via county and school newsletter	<i>Local</i>
Program	Provide counseling groups based on individual school discipline data through counselors and Learning Support Specialists	<i>Local- Quarterly</i>

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13.A.05.05.01.A)^{4, 5, 6} and that the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

E. Based on the Examination of Programs and Services Coordinated with Community Mental Health Providers and Agencies to Support Students with Emotional and Behavioral Needs:

1. Somerset County Public Schools maintains an active collaboration with county agencies on both a formal and informal basis in order to provide timely and effective support to students with emotional and behavioral needs.

- a. Each school in Somerset County has a Learning Support Team (LST) which consists of the school counselor, school nurse, Learning Support Specialist (LSS), an administrator and teachers.
- b. Team meetings are scheduled with parents to discuss the construction of a service plan for the student. This plan may include referrals to mental health agencies, health department as well as other community agencies.

⁴ COMAR 13A.05.05.03(A). The Pupil Personnel Program is a systematic approach to programs and services that use the resources of the home, school, and community to enhance the social adjustment of students.

⁵ COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

⁶ COMAR 13A.05.05.06B(12). "Special health needs" means temporary or long-term health problems arising from physical, emotional, or social factors or any combination of these.

- c. Parents are assisted in connecting with the outside agencies as well as school based programs.
- d. A memorandum of Understanding (MOU) has been signed with community mental health organizations to provide school based mental health services to our students.
- e. A Multi-D forum is used to discuss student and family issues regarding students with emotional and behavior needs.
- f. Students who participate in mental health counseling can be seen during the school day at the school once appropriate written permission is received.
- g. In collaboration with the Local Management Board and an external mental health provider, an Intensive Outpatient program (Type III School) is available for K – 5th grade students.

The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system ensure that any elementary school with a suspension rate⁷ of 10% or higher implement Positive Behavioral Intervention and Supports (PBIS) or another behavior management system. If a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene. In addition, COMAR 13.A.08.06.01-02 requires that each local school system ensure that ALL schools with a habitual truancy rate⁸ of 6% (SY 2009/2010) implement PBIS or another behavior management system. This percentage decreases to 4% in SY 2010/2011; 2% in SY 2011/2012 and 1% in SY 2012/2013.

Once again, if a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene.

F. The Positive Behavior Intervention and Supports (PBIS) initiative is the framework used to develop school wide behavior programs and improve school climate. Currently, all of our eligible schools utilize a school wide behavior intervention program and have a "PBIS coach" identified. There is a district coordinator that attends State and local meetings as well as provides support to local school points of contact. PBIS initiatives are currently being supported with grant funds as well as fund raising activities that are conducted at each school.

G. Based on the examination of Suspension data:

⁷ The calculation for suspensions is an offender rate: The unduplicated number of suspended students divided by Sept. 30 student enrollment.

⁸ Habitually truant means a student that meets all of the following criteria: (a) The student was age 5 through 20 during the school year; (b) The student was in membership in a school for 91 or more days; and (c) The student was unlawfully absent from school for more than 20% of the days in membership.

1. Identify how many elementary schools have a suspension rate of 10% or higher, how many of those schools have already been formally trained in PBIS, and how many have not.
2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of elementary schools that will require New Team PBIS Training in the summer of 2011 based on this regulation.
3. Please identify other district level strategies to address the needs of schools that meet the target for suspension. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?

H. Based on the examination of Habitual Truancy¹⁰ data:

1. Identify how many schools have a habitual truancy rate of 4% or higher, how many of those schools have already been formally trained in PBIS, and how many have not. **N/A**
2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of schools that will require New Team PBIS Training in the summer of 2011, based on this regulation. **N/A**
3. Please identify other district level strategies to address the needs of schools that meet the target for Truancy. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation? **N/A**

*Further explanation and clarification of the Safe Schools section can be found on pages 319 and 391.