

**I.D.vii
Safe Schools**

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.

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

Table 7.2: Probationary Status Schools			
School*	9/30/2007 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
NONE			

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

School*	9/30/2007 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
NONE			

* Add rows when necessary

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits

	2004-2005	2005-2006	2006-2007	2007-2008
	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%
# of Schools	1	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			

* Add rows if necessary

I. SAFE SCHOOLS: SCHOOLS ON PROBATIONARY STATUS

None

II. SAFE SCHOOLS: SCHOOLS EXCEEDING THE IDENTIFIED LIMITS (14%)

None

Table 7.6: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying						
Offense	Sexual Harassment		Harassment		Bullying	TOTAL
2003-2004	10		8			18
2004-2005	18		30			48
2005-2006	13		3		7	23
2006-2007	14		22		13	49
2007-2008	6		7		8	21
5 Year Average	12		14		9	32

III. SAFE SCHOOLS: ACTIONS TAKEN TO REDUCE INCIDENTS OF SEXUAL HARASSMENT, HARASSMENT, AND BULLYING

A. FINDINGS

1. Suspension for sexual harassment, harassment, and bullying have decreased by 57%.

The suspension and expulsions in these categories decreased by 57% from 2007 to 2008. The average number of suspensions and expulsions in these three categories over the last five year period was 32. The 2008 total of 21 is significantly below that mean. The largest decrease occurred in the Harassment category which moved from 22 to 7, a 68% decrease. The Sexual Harassment category also showed a 57% decrease in one year. This is the lowest number (6) over the five year period and significantly below the average of 12. The smallest decrease was demonstrated in the Bullying category. However, the 38% decrease represents 8 reported incidents, which align with the 6 and 7 incidents in the other categories. Student, staff, and parent education, policy review and consistent implementation, increase in counseling groups, and the overall climate in the schools were some of the contributing factors.

B. PROGRAMS, PRACTICES, AND STRATEGIES TO REDUCE INCIDENTS

1. Expanding *Olweus Bullying Prevention Program*

The *Olweus Bullying prevention program* is a multi-component school-based program designed to prevent or reduce bullying in elementary, middle and junior high schools. Two schools piloted the program in 2007; however, due to restructuring, the programs were not fully operational. Although the programs

were not fully implemented, several teams of staff members were trained on the curriculum and utilized the strategies in their individual classrooms. One additional school was trained in the spring of 2008 with implementation planned for the 2008-2009 school year.

The Intermediate School population (Grades 6 and 7) represented 50% of the referrals for sexual harassment, harassment, and bullying. A team was trained in the Summer of 2008 with implementation planned for the 2008-2009 school year at this level.

2. Review and Enforcement of Policies

Somerset County has several policies that are annually reviewed with staff and students, as well as shared with parents for the purpose of having a safe and supportive learning environment. The Standards of Social Behavior Policy (600-17) explains the expectations for students, staff, and parents for setting standards of social behavior and overall responsibilities. The Bullying & Harassment Policy (600-34) specifically addresses bullying, cyber bullying, harassment, and sexual harassment. Brochures are reviewed and distributed to students, staff, and parents defining bullying, cyber bullying, harassment, and sexual harassment and clearly explaining what steps to take in the event that there are concerns. This policy is scheduled to be reviewed in 2008-2009 in order to incorporate updates that have been recently passed during the 2008 Legislative Sessions.

3. School Based Counseling Groups

School based counseling groups increased significantly in Grades K through-12. School counselors, learning support specialists, and behavior intervention specialists conducted several groups per quarter based on the referral, and suspension data and the overall needs of the students. There were a total of 65 groups conducted during the 2007–2008 school year as compared to 23 for the 2006–2007 school year. Topics included but were not limited to bullying, social skills, conflict resolution, personal choices, academic achievement, respect, and self esteem.

4. Student, Staff, and Parent Education

Collaboration and communication with students, staff and parents are vital to the success and the climate of SCPS schools. A community resource guide has been updated and provided to all parents and school staff members informing them of the resources that are available. Several summits were held in 2007-2008 to provide information, resources, and support to empower students, staff and parents to reach for their dreams and realize success. A Summit was also held for all middle school students in January 2008. Topics included: *Effective Communication and Leadership, Tools for Academic Success, Conflict Management, Spoken Word, Drug Free Living, and Plant a Seed for Success*. In May 2008, a county-wide Parent Summit was held and topics included: *Keeping our Children Safe, Educational and Career Opportunities, Parenting with Purpose, Creating a Stress Free Home, Single Parenting, and Financial Literacy*.

Somerset County Public Schools partnered with several community and faith based organizations to provide regular parenting workshops and resources to parents and students throughout the year.

Table 7.7: Number of In-School Suspensions by Race/Ethnicity and Gender

School Year	Total	African American		American Indian/Alaskan Native		Asian		Hispanic		White	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2006-2007	495	130	178	1	1	-	-	2	3	58	122
2007-2008	963	187	438	1	0	0	0	3	17	81	236

Table 7.8: Number of Out-of-School Suspensions by Race/Ethnicity and Gender

School Year	Total	African American		American Indian/Alaskan Native		Asian		Hispanic		White	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
2005	467	98	191	-	-	1	2	4	1	48	122
2006	516	120	198	-	-	-	-	7	3	67	121
2007	478	114	186	-	-	-	-	4	5	38	131
2008	410	86	171			1		1	8	34	109

IV. SAFE SCHOOLS: STRATEGIES FOR REDUCTION OF IN SCHOOL AND OUT OF SCHOOL SUSPENSION

A. FINDINGS

1. **There was a decrease of 14% in the out of school suspension rate from 2006-2007 to 2007-2008.**

Somerset County Public Schools historically has had a culture of utilizing out of school suspensions as a primary discipline strategy when staff perceive all other means have been exhausted. Over the past several years, planned and purposeful attempts have been made to do a paradigm shift. The receipt of several mental health grant awards have provided us additional staffing, professional development, and other resources to utilize. The student services teams were revitalized and changed to learning support teams. These comprehensive teams address the barriers that may prevent a student from learning and being successful and develop plans to support the student and family. A team approach has been taken.

Classroom teachers, administrators, support staff, special educators, parents and the community all play vital roles in the process of providing support for our children. Although out of school suspensions increased in 2006 and 2007, there has been a 12% decrease in the number of suspensions from 2005 total to the 2008 total. This decrease in the suspension rate represents a two year decline. A significant number (11%) of our students have been receiving intensive case management services and parent participation in the learning support team meetings has increased.

The challenge in 2007 was to decrease the number of suspensions that occur at the elementary level. Each elementary school had a decrease in the number of out of school suspension during the 2007-2008 school year. While the impact is not as great as desired, the challenge of changing a culture is recognized and SCPS is confident the infrastructure is in place to continue this trend.

The Student Services division will not be content with present decreases or rest on past accomplishments; instead it will continue to evaluate programs and strategies for efficiency and effectiveness.

2. There was a significant increase in the total number of in school suspensions (495-963).

In school suspensions increased from 495 during the 2006-2007 school year to 963 for the present year; this is a 95% increase. The increase is, in part, due to the decrease in the out-of-school suspensions. Students in Grades 6 and 7 represented 32% of the total and high school students in Grades 8 through 12 represented 55% of the total in school suspensions.

3. A disproportionately high number of African American males were assigned in-school suspension compared with other subgroups.

Males in Somerset County Public Schools represent 51% of the population. Specifically, 49% are white; 44% are African American; 5% are Hispanic 2% are American Indian and Asian. There were a total of 467 students who received in school suspension; 69% of the total were male. According to subgroup, 58% were African American; 39% were White; and, 3% were Hispanic. Further study of the data indicates 32% of the in-school suspensions occurred at the Intermediate School Grades 6 and 7.

B. STRATEGIES TO PREVENT AND REDUCE SUSPENSIONS

1. Learning Support Teams

Learning Support Teams are fully operational in all schools. These teams were developed to address a student's academic, personal, and physical needs by providing comprehensive case management and to enhance the social adjustment of the student. The goal of the team is to bridge the gap between the home, school, and community by creating a hub of multi-faceted, integrated, comprehensive programs and services which enable teachers to teach and students to function to their full capacity within the school learning environment. Students who receive more than three referrals and/or five days of out of school suspensions are referred to the team.

2. School Based Counseling Groups

School based counseling groups increased significantly in Grades K through 12. School counselors, learning support specialists, and behavior intervention specialists conducted several groups per quarter based on the referral, and suspension data and the overall needs of the students. There were a total of 65 groups conducted during the 2007 – 2008 school year as compared to 23 groups for the 2006–2007 school year. Topics included but were not limited to bullying, social skills, conflict resolution, personal choices, academic achievement, respect, and self esteem.

3. Development of System-Wide Disciplinary Process

A system wide disciplinary process was implemented during the Fall of 2006. This process was developed to specifically target those minor incidents that occurred in the classroom and were considered teacher managed behavior. The process was designed who assist teachers as front line staff members to address minor infractions by students and to reduce the out of class time students were experiencing. The process clearly defines examples of teacher managed vs. office managed situations, strategies that can be used in the classroom, and the requirement to open the dialogue with parents immediately. The tool is reviewed with leadership teams annually. As result, there was a 10% decrease in the number of office referrals during the 2007 – 2008 school year compared with 2006-2007.

4. Formal Programs of *PBIS*, *Why Try*, *Second Step*, *Lions Quest Skills for Adolescence*, *Character Education*

The *PBIS program* is operational in six of eight SCPS schools. Four of the six schools received a PBIS award during the 2007 – 2008 school year. The *Why Try* program was expanded last year to the high schools and Intermediate School. Struggling students were identified and placed in a rotation basis for *Why Try* and *Second Step* to complete the program. The success rate was measured at 78% by looking at the number of students that were able to remain in their home school verses an alternative setting. *Lions Quest Skills for Adolescence*, a research based curriculum for adolescence, has been implemented in our Intermediate School for the past 4 years. Character Education programs are in all of our elementary schools. The *Character Counts* curriculum combined with *Second Step* is used in all elementary schools and will be expanded to the Intermediate School this school year. The six pillars of *Character Counts* are aligned with the *Coalition of Essential Schools* principles. The continuation of these five county-wide programs has had an impact on our school climate and will continue to help to decrease SCPS out of school suspensions.

5. Strategies to Reduces the in school suspension rate of African American Students of Both Genders.

Current work within the Student Services Division is addressing this question; it is one of major concern for Somerset. In the first six weeks of school, the Dean of Students from each site met to review the site's disciplinary data and interventions being used. The purpose of the discussion was to identify effective strategies that would correct or at least improve the misbehavior and avoid the consequence of in-school suspension. A list of interventions for the whole group was compiled and

the deans agreed to implement several of those that they had not been using. A status report is expected for the November meeting. Secondary deans were asked to look at the disparity between classroom uses of interventions at the secondary level versus the elementary level. An increased fluency of teachers with classroom level intervention would prevent office referrals which would most likely reduce ISS use.

One high school has identified students for participation in a Gentleman's Club designed to teach stronger decision making skills for students who are losing their opportunity to learn through misconduct and assignments to suspension. The other high school has developed an action plan to initiate a special subject rotation for all 8th grade students that implements the *Second Step* curriculum and other character education lessons. Counselors and Learning Support staff will deliver this curriculum to students. Its impact will be monitored through hard data collections regarding discipline referrals and soft data through reactions and responses of students. In addition, the secondary In School Suspension (ISS) staffs have been given a behavior curriculum to use with students who are referred to ISS. The ISS program is supervised by the Deans or Vice Principals at each site. The expectation is that a reduction in repeat students will occur if the initiating behavior can be corrected. Elementary administrators expressed an interest in a similar program at an elementary level and have received the materials. A new program designed to decrease misconduct at all levels is a mentoring program offered by a local faith based community which secured a mentoring grant. Through the grant, mentors are available for students of incarcerated parents. Additionally, high school students will be mentoring elementary school students.

Strategies to reduce the in school suspension rate for African American students of both genders include:

- Convene monthly Dean of Students meetings to review disaggregated discipline data and intervention strategies used with a focus on African American students. A progressive discipline interventions list will be developed and implemented.
 - Assistant Superintendent and Student Services
 - 08/09 school year
 - Status: In Progress
- Establish a SCPS African American Male Task Force to review research based materials and local data. Design strategies to address the academic and social needs of African American students.
 - Superintendent
 - Fall 08
 - Status: In Progress
- Further develop the SCPS Cultural Proficiency Continuum initiative that began with administrative staff in the 08 school year with self assessment conducted with all staff as the initial step.
 - Assistant Superintendent
 - 08/09 school year
 - Status: To Begin Second Semester

- Initiate the development of a “Required Cultural Competency” training to be implemented in the 09/10 school year for all SCPS staff with the initial focus on African American culture.
 - Assistant Superintendent and Student Services
 - 08/09 school year
 - Status: To Begin Second Quarter
- Convene a Somerset County Youth Council to solicit input in developing and implementing strategies to address student behavior.
 - LMB/ SSHA staff
 - Status: To Begin Second Semester 1/09
- Utilize existing Parent Involvement staff to collaborate with parents to enhance parenting skills as they relate to student behavior development.
 - Parent Involvement Coordinator
 - 08/09 school year

VI. PROGRESS TOWARDS ESTABLISHING AND MAINTAINING A SAFE LEARNING ENVIRONMENT

A. FINDINGS

1. Evidence of Progress in Maintaining a Safe Learning Environment

Somerset County Public Schools are making notable progress in ensuring that students and staff are in healthy and safe learning environments. There was a 57% decrease in the number of suspensions for sexual harassment, harassment, and bullying. There was a 14% decrease in the suspension rate which was a result of 68 less students being suspended. There was a significant increase in the number of students who were involved in school based counseling groups and the learning support team process. Student, staff, and parent education services were also enhanced. This resulted in better collaboration and communication.

B. PRACTICES, PROGRAMS, OR STRATEGIES THAT PROMOTE PROGRESS

1. Increase in Number of Counseling Groups

School based counseling groups increased significantly in Grades K through 12. School counselors, learning support specialists, and behavior intervention specialists conducted several groups per quarter based on the referral, suspension data, and the overall needs of the students. There were a total of 65 groups conducted during the 2007 – 2008 school year as compared to 23 for the 2006 – 2007 school year. Topics included but were not limited to bullying, social skills, conflict resolution, personal choices, academic achievement, respect, self esteem.

2. Implementation of Support Services

A flowchart of services was developed to assist teachers, counselors, Learning Support Teams, and administrators on the appropriate flow of services. The flow chart was specifically geared toward highlighting frequent areas of concern such as discipline, attendance, academics, and student transition from various placements

as an indication that a student needs intensive case management. This flowchart is reviewed with staff annually and emphasis is placed on the effectiveness of services when this tool is utilized. Implementation of the flowchart resulted in 11% of the student population receiving intensive case management services.

3. Development of System-Wide Disciplinary Process

A system wide disciplinary process was implemented during the Fall of 2006. This system was developed to specifically target those minor incidents that occurred in the classroom and were considered teacher managed behavior. The process was designed to assist teachers as front line staff members who address minor infractions by students and to reduce the out of class time students were experiencing. The process clearly defines examples of teacher managed vs. office managed situations, strategies that can be used in the classroom and the requirement to open the dialogue with parents immediately. The tool is reviewed with leadership teams annually. As result, there was a 10% decrease in the number of office referrals during the 2007 – 2008 school year compared with 2006-2007.

4. Mentoring Program Participation

According to a recent report, *Understanding and Facilitating the Youth Mentoring Movement*, authors J. Rhodes and D. Dubois contend that mentoring programs are highly popular, both in policy and programmatic spheres, and, when implemented effectively have been shown to promote positive developmental outcomes in youth within the domains of work and school, mental and physical health, and behavior. Somerset County Public Schools believes positive relationships are vital to the health and success of students. Therefore, the system has been involved in mentoring programs for the past 4 years. Currently, a mentoring program is in operation for elementary and high school students. The receipt of additional grant funds will afford an opportunity to enhance current mentoring programs in three of the four elementary schools and possibly expand to the Intermediate School.

5. Formal Programs of PBIS, Why Try, Second Step, Lions Quest Skills for Adolescence, Character Education

The *PBIS program* is operational in six of eight SCPS schools. Four of the six schools received a PBIS award during the 2007 – 2008 school year. The *Why Try* program was expanded last year to the high schools and Intermediate School. Struggling students were identified and placed in a rotation basis for *Why Try* and *Second Step* to complete the program. The success rate was measured at 78% by looking at the number of students that were able to remain in their home school verses an alternative setting. *Lions Quest Skills for Adolescence*, a research based curriculum for adolescence, has been implemented in our Intermediate School for the past 4 years. Character Education programs are in all of our elementary schools. The *Character Counts* curriculum combined with *Second Step* is used in all elementary schools and will be expanded to the Intermediate School this school year. The six pillars of *Character Counts* are aligned with the *Coalition of Essential Schools* principles. The continuation of these five county-wide programs has had an impact on our school climate and will continue to help to decrease SCPS out of school suspensions

C. RELATED RESOURCES

RELATED RESOURCES FOR SAFE SCHOOLS	
Staffing	
<ul style="list-style-type: none"> Maintained 9 School Counselors, 7 Learning Support Specialists, 3 Behavior Intervention Specialists 	Cost: \$1,153,427 Source: \$880,864 (Local) \$272,563 (SS/HS) <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Maintained 3 Character Education Teachers 	Cost: \$214,245 Source: Local/State
<ul style="list-style-type: none"> Added an Additional Student Services Supervisor Position 	Cost: \$40,504 Source: Local/State <i>*Duplicated Reference</i>
Core Program	
<ul style="list-style-type: none"> Continued Utilizing Character Education/<i>Second Step/Why Try</i> 	Cost: \$1064 Source: SDFC Grant
<ul style="list-style-type: none"> Continued <i>Lions-Quest</i> Skills for Adolescence Program 	Cost: \$0 – Staff Time Source: Local/State
<ul style="list-style-type: none"> Expanded <i>Olweus</i> 	Cost: \$1822 Source: SDFC Grant
<ul style="list-style-type: none"> Provided Mentoring Program 	Cost: \$2,885 Source: SDFC Grant
<ul style="list-style-type: none"> Continued <i>PBIS</i> 	Cost: \$2,000 Source: SS/HS <i>*Duplicated Reference</i>
Intervention	
<ul style="list-style-type: none"> Provided Individual/Group Counseling 	Cost: \$0 – Staff Time Source: Local/State
<ul style="list-style-type: none"> Reviewed and Provided Policy Enforcement 	Cost: \$0 – Staff Time Source: Local/State
<ul style="list-style-type: none"> Continued LST Process 	Cost: \$0 – Staff Time Source: Local/State
<ul style="list-style-type: none"> Utilized Support Services Flowchart and Discipline Intervention Utilization 	Cost: \$0 – Staff Time Source: Local/State
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> Purchased General Materials and Supplies 	Cost: \$6,573 Source: SS/HS & SDFC

RELATED RESOURCES FOR SAFE SCHOOLS	
<ul style="list-style-type: none"> • Provided Student Activities 	Cost: \$0 – Staff Time Source: Local/State
Professional Development	
<ul style="list-style-type: none"> • Provided <i>Olweus</i> Training for 2 Schools 	Cost: \$ 20,968 Source: SS/HS & SDFC
<ul style="list-style-type: none"> • Provided Counselor/LSS/BIS Training 	Cost: \$ 11,405 Source: SS/HS & SDFC

Number of Out of School Suspensions by School

# SUSPENSIONS	1	2	3	4	5	6	7	8	9	10	11	TOTAL
DIS	1	1										2
GES	17	7	8	2		1						35
PAE	7	4	3	2								16
WES	25	5			1							31
SIS	52	30	19	8	3	2	3	2	2	1	1	123
CHS	42	21	14	3	1	3	3	1	1			89
WHS	64	26	9	8	5	2						114
TOTAL	208	94	53	23	10	8	6	3	3	1	1	410

Number of In School Suspensions by Secondary School

# IN SCHOOL	1	2	3	4	5	6	7	8	9	10	TOTAL
SIS	60	29	26	13	8	9	3	1	1		150
CHS	45	16	4		1						66
WHS	105	42	20	9	4	7	1	3		1	192
TOTAL	210	87	50	22	13	16	4	4	1	1	408

VII. CHALLENGES IN ESTABLISHING AND MAINTAINING A SAFE LEARNING ENVIRONMENT

A. FINDINGS

1. Students with only one suspension account for half of the total number of suspensions.

The number of students who have one suspension was reduced from 245 in 2006 to 208 in 2007. The data further indicates that 50% of all suspended students have just one suspension. One might conclude that suspension as a disciplinary tool is effective for one-half of those students who receive it. However, it could be that these students did not need as harsh a disciplinary measure in the first place. Secondary students account for 75% of the students with only one suspension. Preventing half of these secondary students from receiving that one suspension would result in a 20% reduction in the total number of suspensions.

2. A significant number of the in school suspensions are at the secondary level.

There were a total of 467 students in Grades K through 12 who received in school suspensions during the 2007 – 2008 school year. Of these 87% were at the secondary level. A closer look at the data shows 32% were Intermediate School students and 55% were high school students. In comparison with the suspension finding listed above, 51% of the secondary students represented only had one in-school suspension.

B. PROGRAMS, PRACTICES AND STRATEGIES DESIGNED TO ADDRESS CONCERNS AND OVERCOME CHALLENGES

1. We are challenged to decrease the number of students who have received only one suspension.

In order to meet this challenge, the Leadership teams and PBIS coaches will analyze the data related to the students who have received only one suspension to determine what actions were taken previous to the suspension and what available resources had been used. Further, school counselors assume a more active role and will intervene with students who are referred to the office. *Second Step* and *Why Try* curriculums will be implemented in all of the elementary schools in several forms. The LST will run several groups per quarter based on the needs of the students. Increased positive parent involvement will be pursued with the parents of students with discipline issues. The Student Services division is approaching this challenge proactively. The goal is to put a prevention mechanism, through the use of the Learning Support Staff, in place in order to reach students before they are suspended for the first time. It will begin with a review of the support services flowchart and discipline intervention process with all staff.

2. We are challenged to decrease the number of in school suspensions at the secondary level.

In order to meet this challenge, the Intermediate School in school suspension staff will be included in the support staff in-service training. Behavior management lessons will be developed to be used with students. Counselors, learning support specialists, and behavior intervention specialists will meet with individual/groups of

students who are assigned to in school suspension. Further, a data tracking sheet will be developed to assess the effectiveness of current interventions. *Second Step*, a scientifically based research program that reduces discipline referrals and currently is being used in our elementary schools, will be expanded to the Intermediate School level.

The Intermediate School students represent 50% of the referrals for sexual harassment, harassment and bullying. Many of the 150 in school suspensions are a result of these referrals. A team from the Intermediate School was trained in the *Olweus Bullying Prevention Program* in the Summer of 2008 and will implement the program this year.

C. RELATED RESOURCES

PROGRAMS, PRACTICES & STRATEGIES TO ADDRESS CHALLENGES	
Staffing	
<ul style="list-style-type: none"> Maintain 8 School Counselors, 5 Learning Support Specialists, 4 Behavior Intervention Specialists 	Amount Budgeted \$1,081,322 Source: \$897, 600 (Local) \$223,722 (SS/HS) Timeline: 2008 - 2009 <i>*Duplicated Reference</i>
<ul style="list-style-type: none"> Maintain 3 In School Suspension Staff Positions 	Amount Budgeted \$78,152 Source: Local/State Timeline: 2008 - 2009
Core Program	
<ul style="list-style-type: none"> Expand <i>Olweus</i> Program 	Amount Budgeted \$9,563 Source: SS/HS Grant Timeline: 2008 - 2009
<ul style="list-style-type: none"> Provide <i>Second Step/Why Try</i> 	Amount Budgeted: \$3,010 Source: SDFC Grant Timeline: 2008 - 2009
<ul style="list-style-type: none"> Provide <i>Lions-Quest</i> Skills for Adolescence Program 	Amount Budgeted \$1000 Source: Local/State Timeline: 2008 - 2009
Intervention	
<ul style="list-style-type: none"> Expand Individual/Group Counseling 	Amount Budgeted \$0 – Staff Time Source: Local/State Timeline: 2008 - 2009
<ul style="list-style-type: none"> Continue LST Process 	Amount Budgeted \$0 – Staff Time Source: Local/State Timeline: 2008 - 2009

PROGRAMS, PRACTICES & STRATEGIES TO ADDRESS CHALLENGES	
<ul style="list-style-type: none"> Continue Utilizing Support Services Flowchart and Discipline Intervention Utilization 	Amount Budgeted \$0 – Staff Time Source: Local/State Timeline: 2008 - 2009
Materials, Supplies & Equipment	
<ul style="list-style-type: none"> Purchase General Materials and Supplies 	Amount Budgeted: \$2500 Source: SS/HS & SDFC Timeline: 2008-2009
Professional Development	
<ul style="list-style-type: none"> Provide <i>Olweus</i> Training for 2 Schools 	Amount Budgeted: \$ 9,563.00 Source: SS/HS & SDFC Timeline: Summer 2008
<ul style="list-style-type: none"> Provide Counselor/LSS/BIS Training 	Amount Budgeted: \$11, 020 Source: \$10,000 (SS/HS) \$ 1, 020 (SDFC) Timeline: 2008-2009 <i>*Duplicated Reference</i>

D. CORRELATION OF PROGRAMS, PRACTICES, AND STRATEGIES WITH MASTER PLAN EXTENSION 2008-2010

- | | |
|--|--|
| <p>5.1.1 Bullying & Harassment: All students know and avoid the risks of bullying and harassment.</p> | <p>5.1.1.1 Educate students on the definition and avoidance of risks of bullying and harassment.</p> <p>5.1.1.2 Educate staff annually on the rights, responsibilities, and consequences of victims and offenders of bullying and harassment through Policy No. 600-34 and other sources</p> <p>5.1.1.3 Implement cyber bullying curriculum in all schools</p> <p>5.1.1.4 Review Policy and Practices at each site to identify areas in need of revision</p> |
| <p>5.1.5 Character Education: All students develop positive character traits through site based instruction, programs, and activities (Pk-12 Coordination of Program, Char academics, 40 Assets)</p> | <p>5.1.5.2 Develop and implement strategies to reinforce the concepts taught in character education throughout the school environment.</p> |
| <p>5.2.1. Behavior Management Programs: SCPS implements, monitors, and assess behavior management programs to increase student understanding and self control. (ALC, Why Try? , Second Step)</p> | <p>5.2.1.3 Implement Why Try K-5</p> |
| <p>5.2.2 Suspension & Expulsion: SCPS implements suspension and expulsion in accord with Board policy and as a last resort</p> | <p>5.2.2.4 Evaluate the effectiveness of ISS by analyzing data and make recommendations for changes as needed</p> |

consequence to behavior which disrupts learning and threatens student safety. (Alternative to suspensions & ISS)

6.4.2 Mentoring Programs: Mentoring programs, internal and external, are operating in each SCPS site

6.4.2.1 Document current internal and external student mentoring activities at each site

6.4.2.2 Analyze activities for impact and continuity of relationships

6.4.2.3 Analyze activities for impact on student achievement

