

## I.D.vii

### 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.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.<sup>4</sup>

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

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

Table 7.2: Probationary Status Schools			
School*	9/30/2008 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
NA			

<sup>4</sup> Section 7-424 of the Education Article of the Annotated Code.

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

School*	9/30/2008 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
NA			

**Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits**

	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
	Number With a Suspension Rate that Exceeded <b>18%</b>	Number With a Suspension Rate that Exceeded <b>18%</b>	Number With a Suspension Rate that Exceeded <b>16%</b>	Number With a Suspension Rate that Exceeded <b>14%</b>	Number With a Suspension Rate that Exceeded <b>12%</b>
# of Schools	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
NA			

- 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?

HCPS Response:

Not applicable; No HCPS schools were identified as persistently dangerous.

- 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
Number of Incidents	99	18	38	38

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1. 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.

HCPS Response:

Table 7.7 shows that the total number of suspensions related to sexual harassment, harassment and bullying decreased 13 percent over the 2007-2008 rate. Suspensions due to harassment decreased 8 percent, while suspensions due to sexual harassment decreased over 14 percent from the previous year. Bullying offenses showed the largest decrease at 30 percent. However, such variability is likely due to the relatively low incidence of these offenses, the combined total of which constitute 3.5 percent of all suspensions.

2. What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, and Intimidation Form?

HCPS Response:

On June 8, 2009, the Board of Education adopted a revised bullying and harassment policy that conforms with the MSDE model policy. The policy requires that schools shall inform staff and students about the availability of the Reporting Form for their use during opening-of-school meetings and then periodically throughout the school year.

- Schools shall inform students about the availability of the form and its use during orientation sessions in classes during the first week of school.
- Forms shall be included in the beginning of the year packet for students and their parents.
- A description about the availability of the form and its use shall be published in a school's student/parent handbook and in its Code of Conduct.
- A description about the availability of the form and its use shall be published on the local school system's main website which should include the capability for downloading the form.
- Forms shall be available in all schools in the main (front) office, counselor's office, media center, cafeteria, and health room.
- A student may request assistance from a staff member to complete the form at school if the student wishes.
- A secure box shall be placed in a location or locations selected by school administration so that a student may submit a completed form if he/she feels uncomfortable submitting the form in person. The box shall be emptied daily and the forms shall be submitted to school administration.

Also, PowerPoint presentations will be prepared and given to building administrators and department heads to use when annual training is provided to students and staff.

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- 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	98	89		187
2004-2005	101	75		176
2005-2006	88	2	13	173
2006-2007	56	80	20	156
2007-2008	84	89	20	193
2008-2009	72	82	14	168

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying.

HCPS Response:

Staff receive an initial training and annual review on discrimination, harassment, bullying, and bias. Yearly back-to-school student orientations are held where they receive information related to harassment policies and expectations.

New teachers and support staff must complete the course Education That Is Multicultural and The 20<sup>th</sup> Century Classroom within the first two years of employment.

Content on bullying and harassment was updated and incorporated into the middle school and 9<sup>th</sup> grade Health classes.

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

Table 7.8: Number of Students Suspended - <u>In School</u> - by Race/Ethnicity and Gender (Unduplicated Count)															
School Year	Enrollment	African American		American Indian/Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2006-2007	1618	811	50.1	17	1.1	9	0.6	56	3.5	725	44.8	1158	71.6	460	28.4
2007-2008	1698	819	48.2	21	1.2	14	0.8	69	4.1	775	45.6	1211	71.3	487	28.7
2008-2009	1620	807	49.8	16	0.9	16	0.9	57	3.5	724	44.7	1127	69.6	493	30.4

Table 7.9: Number of Students Suspended - <u>Out of School</u> - by Race/Ethnicity and Gender (Unduplicated Count)															
School Year	Enrollment	African American		American Indian/Alaskan Native		Asian		Hispanic		White		Male		Female	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%
2005-2006	3120	1212	39.1	23	0.7	32	1	87	2.8	1759	56.4	2261	72.5	859	27.5
2006-2007	3027	1163	38.4	29	1	29	1	92	3	1714	56.6	2146	70.9	881	29.1
2007-2008	2893	1212	41.9	28	1	17	0.6	83	2.9	1553	53.7	2044	70.7	849	29.3
2008-2009	2613	1109	42.4	28	1	23	0.9	77	2.9	1376	52.7	1867	71.5	746	28.5

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 Disrespect/ Insubordination	#2 Other	#3 Attendance	#1 Disrespect/ Insubordination	#2 Attacks/Threats/ Fighting	#3 Other
2007-2008	1,537	606	390	2,059	1,307	1,067
2008-2009	1,279	630	532	1,750	1,079	936

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Table 7.10(a): In-School and Out-of-School Suspensions by Most Common Offense Code						
	In-School Suspensions			Out-of-School Suspensions		
School Year	#1 Classroom Disruption	#2 Refusal to Obey School Policies	#3 Disrespect	#1 Refusal to Obey School Policies	#2 Fighting	#3 Classroom Disruption
2007-2008	592	529	336	794	623	564
2008-2009	537	554	355	706	524	520

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13A.05.05.01.A)<sup>5, 6, 7</sup> and that the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups and between genders.

#### HCPS Response:

Special Education Academies are scheduled after hours on 9/8/09 (new administrators), 11/11/09 (third-year administrators and above) and 2/16/10 (all administrators). The sessions will provide professional development opportunities and incorporated into the sessions will be the topic of suspension of students with disabilities (SWD) and how it relates to the current CAP.

Four targeted schools will attend mandatory training for the development of their action plans and for technical assistance targeting specific issues to their schools.

- Monitor weekly data and provide for a system of review
- Monitor process document
- Monitor the use of proactive strategies and alternatives to suspension

All schools are provided with daily access to suspension reports and IEP manifestation meeting reports. Schools must complete quarterly self assessment of their data to monitor trends and procedural compliance.

<sup>5</sup> 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.

<sup>6</sup> COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

<sup>7</sup> 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.

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HCPS Response continued:

PBIS is in use in twelve elementary and secondary schools. Suspension data is analyzed annually to identify schools that would benefit from school-wide programs emphasizing positive behavior supports.

For SY 2009-2010 students will only be suspended to the Superintendent for chronic “Non-violent Discretionary Offenses” after the student services team (SST) has reviewed the case and reached consensus that long term suspension is warranted.

- The SST Summary and Student Improvement Plan (SIP) should be included with suspension documentation (parallels the manifestation summary and IEP).
  - Extended suspensions may not be recommended to the Superintendent without the above documentation.
2. Describe the changes or adjustments that will be made, along with the related resource allocations, to ensure sufficient progress. Include timelines where appropriate.

HCPS Response:

- Regional Technical Assistance for special educators has been scheduled throughout the 2009-10 school year and provided by the OSE. Feedback on the comprehensive monitoring of special education files and indicators to the extent that it impacts manifestation determination decisions will be shared with groups. Modeling of effective case management and file reviews will be demonstrated.
- Four regional IEP Mentors will be hired by 9/30/09 to assist with technical and procedural questions as it relates to using the tool to complete forms. The mentors will each be responsible for 12-15 schools and assist with the implementation of the MD On-Line IEP program and appropriate process and procedures for implementing effective services to SWD, with a focus on the CAP and indicators.
- Additional administrators have been assigned to four identified schools to assist with special education service monitoring.
- Staff dedicated to implementing FAPE for SWD on suspension day 11 and beyond has been allocated to all high schools and two middle schools. (Effective October 18, 2009-June, 2010).
- Fifteen (15%) percent of federal Passthrough and ARRA Funds were redirected for the purpose of addressing Early Intervening Services related to the disproportionate suspension of SWD.

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. Describe how the local school system coordinates programs and services with community mental health providers and agencies that provide services for students with personal and/or interpersonal needs (i.e., emotional and/or social needs) in order for these students to progress in the general curriculum.

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HCPS Response:

School based mental health programs are in place in thirteen elementary and secondary schools.

HCPS has established MOU's with two mental health providers to provide intensive treatment and psychiatric rehabilitation to students who are utilizing or at risk of utilizing high end services for mental health and psychiatric problems. One of these programs, Teen Diversion, has been integrated into the Alternative Education Program to provide needed services to AEP students and those who are transitioning from residential placements.

For 2009-2010 HCPS has secured the Readiness Emergency Management grant which will fund a Mental Health First Aid training for staff to more effectively address students in emotional crisis and thus de-escalate situations that otherwise might require law enforcement intervention or disciplinary action. The Harford County Office on Mental Health has partnered with HCPS and Sheriff's Office to provide similar training to the School Resource Officers.