HOWARD COUNTY
PUBLIC SCHOOL SYSTEM

BOARD OF EDUCATION OF HOWARD COUNTY
MEETING AGENDA ITEM

TITLE:	Bridge to Excellence Progress Report – Goal 2	**DATE:**	October 18, 2012

PRESENTER(S) E. Grace Chesney, Chief Accountability Officer

Patricia A. Daley, Executive Director of Special Education & Student Services

JoAnn Hutchens, Principal, Mayfield Woods Middle School

OVERVIEW:

Goal 2 of the Bridge to Excellence Master Plan focuses on a safe and nurturing school environment as an essential element to promote student achievement. In keeping with this fundamental idea, the HCPSS is successfully employing school improvement initiatives at the systemic, school, and student level to improve student attendance, increase protective factors against unsafe student behavior, and foster optimal environments for learning. This report provides the eighth annual update on the progress made by elementary, middle, and high schools in achieving Goal 2 standards. The data presented in this Goal 2 progress report indicates that the approaches are working.

- Student attendance at the elementary, middle and high school levels continues to be at or above the standard.
- No HCPSS schools have been determined to be "persistently dangerous" as defined by MSDE.
- Over time, out-of-school suspension rates at the elementary, middle, and high school levels have decreased.
- School climate survey results indicate that the overall climate in the HCPSS schools is welcoming and nurturing. Overall, the majority of respondents were very positive about their school environment.

RECOMMENDATION/FUTURE DIRECTION:

As a result of the current Goal 2 report, staff will conduct exploration of data related to student out-of-school suspensions. Factors to consider include: methods by which disproportionality is defined and determined, the specific Code of Conduct infraction codes impacting out-of-school suspensions, the HCPSS Policy violations, and infraction codes where progressive discipline may be determined/administered. Research will inform future targets and internal/external stakeholder input will be sought.

Submitted by:	**Approval/ Concurrence:**
E. Grace Chesney Chief Accountability Officer	Renee A. Foose, Ed.D. Superintendent
Patricia A. Daley Executive Director, Special Education & Student Services	Linda Wise Deputy Superintendent, Curriculum, Instruction & Administration

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Overview

The Howard County Public School System (HCPSS) mission is to ensure excellence in teaching and learning so that each student will participate responsibly in a diverse and changing world. Two broad goals drive all continuous improvement efforts in the school system.

- Goal 1: Each child, regardless of race, ethnicity, gender, disability, or socioeconomic status, will meet the rigorous performance standards that have been established. All diploma-bound students will perform on or above grade level in all measured content areas.
- Goal 2: Each school will provide a safe and nurturing school environment that values our diversity and commonality.

Historically, Goals 1 and 2 have been monitored by objectives set out in the Bridge to Excellence report, which is submitted annually to the Maryland State Department of Education (MSDE).

The purpose of this report is to detail the school system's initiatives that encourage safe and nurturing school environments, and to report on our progress toward attainment of Goal 2. This report is divided into the following sections:

I.	Systemic Initiatives
II.	School Supports
III.	Targeted Student Supports
IV.	Perceptions of School Environments
V.	Goal 2 Targets

I. Systemic Initiatives

Systemic school improvement practices that encourage a safe and nurturing environment are implemented consistently throughout the Howard County Public School System (HCPSS). These initiatives include Bullying prevention, Positive Behavioral Interventions and Supports (PBIS), Instructional Intervention Teams (IIT), and the Learning Disability/Attention-Deficit Hyperactivity Disorder (LD/ADHD) Initiative.

Bullying Prevention Initiatives

A strong bullying prevention effort that includes clearly communicated policies and procedures for responding to bullying behavior, and prevention/intervention programs designed to promote a safe, civil, and secure environment is essential to supporting Goal 2. Policy 1060 *Bullying, Cyberbullying, Harassment or Intimidation*, approved by the Board of Education and became effective on July 1, 2009, is being implemented. The purpose of this policy is to establish expectations for maintaining a safe and respectful school climate or workplace where bullying, cyberbullying, harassment, or intimidation and their effects are not tolerated. To address bullying in our schools, revisions were made to Policy 1000 *Civility* and Policy 1040 *Safe School Environments* to align the definitions of bullying, harassment, and intimidation with Policy 1060.

In 2011-2012, a professional learning plan was developed to provide the HCPSS staff across the school system with key information about bullying prevention efforts. The HCPSS' efforts encompass professional learning for staff, student-centered prevention and support, and family/community outreach.

Staff Focus

Targeted professional learning on bullying prevention and intervention has been provided to multiple stakeholders including bus drivers, Student Services staff, Division of Instruction Central Office leaders, school administrators, selected school-based staff, and PBIS coaches. Selected topics include:
- Linking bullying prevention and PBIS efforts
- Developing capacity for identifying, reporting, and investigating bullying incidents
- Creating a safe school environment for lesbian, gay, bisexual, transgender, and questioning students
- Cyberbullying prevention and intervention
- The impact of bullying on the student's brain
- Bullying policy and legal compliance

Bullying prevention resources also have been provided to staff. These resources include reference cards for Student Services staff, activity resource books for schools, and posters for classrooms.

Student Focus

In 2011-2012, students participated in bullying prevention and civility activities including:
- Spread the Word to End the Word
- International Day of Peace
- Choose Civility Week
- National Bullying Prevention Month
- No Name Calling Week
- Mix-It Up Day

- Creating Walls of Kindness
- Pinwheels for Peace
- Kindness Week
- Choose Civility: The Power of Words Poster Contest

In addition, the HCPSS Climate Survey for students was revised to include specific questions about bullying behaviors in school. Results of these survey questions are given to school administrators so they may gain a more precise understanding of bullying concerns within their building.

Community Focus
To ensure a holistic approach to bullying prevention, families and the community must also be informed and engaged in the process. Activities and resources were developed to specifically reach these stakeholders. For example, *Bullying Beyond the Schoolyard,* a presentation about cyberbullying was presented to both Student Services staff and families during an evening session. A parent information brochure, *What Parents Need To Know About Bully Prevention in Howard County Public Schools* was developed and distributed via e-school news and in hardcopy throughout the schools to provide additional information for families.

Next steps include intensifying the HCPSS strategic bullying prevention efforts to increase reporting, investigating, and addressing bullying behaviors during the 2012-2013 school year. To achieve this end, the Department of Special Education and Student Services (DSESS) has prepared a 2012-2013 Bullying Prevention Long Range Plan (Appendix A). This plan builds on effective, strategic activities established and in place within the HCPSS. Activities will continue such as: bullying prevention objectives taught in Health Education curriculum for students in kindergarten through Grade 9; the inclusion of bullying prevention objectives in school counselors' program plans; bullying prevention objectives in the school counseling curriculum; DSESS and Central Office staff attending MSDE's Annual Conference on the Prevention of Bullying; professional learning for administrators, Student Services staff and school staffs; the Choose Civility poster contest sponsored by DSESS for all students in kindergarten through Grade 8 using themes related to the prevention of bullying behavior; seminars and workshops for families/community; and the Superintendent's Anti-bullying Task Force.

The plan also includes strategies and activities new for 2012-2013 such as expansion of the Student Services Advisory Committee to include representation from key community agencies, the partnership with the County Executive's Office and the Trustees and Fellows of the Bar Foundation of Howard County sponsoring the showing of the documentary film *Bully*; disseminating a Bullying Prevention Tip of the Month for administrators, staff and families; including the *What Parents Need to Know about Bully Prevention In Howard County* on the HCPSS website; providing an intensive training for all school-based administrators with a focus on reporting, investigating, and proactively responding to all incidents of bullying; and developing a Bullying Prevention Long Range Plan to be monitored and adjusted throughout the year. By the end of the 2012-2013 school year, all HCPSS schools will establish baseline data related to the number of bullying incidents occurring in each school. The Anti-Bullying Task Force will be reconvened in the 2012-2013 school year to seek stakeholder involvement in further development of the HCPSS Bullying Prevention Long Range Plan.

Positive Behavioral Interventions and Supports (PBIS)
The HCPSS PBIS initiative continues to be a Goal 2 strategy to provide positive, safe and nurturing environments for students. The PBIS framework is a proactive approach to stopping

bullying before it starts. The program facilitates a positive, consistent, and rewarding school climate. PBIS posits that students should be taught expected behaviors instead of assuming students know what is expected, throughout all school settings. It promotes: 1) addressing behavior positively and proactively, rather than reactively; 2) actively supervising and pre-correcting for problematic behaviors, especially in non-classroom settings; and 3) individualizing support based on students' responsiveness and demonstration of positive behaviors.

In 2011-2012, over 75 percent of the HCPSS schools continued to implement PBIS. The PBIS Maryland Recognition Program acknowledged 47 of the 55 HCPSS PBIS schools with Bronze, Silver and Gold awards. The Bronze award was for schools that were in the implementation phase for school-wide PBIS. A school can only receive this award for two consecutive years. Bronze awards were presented to six schools. The Silver award was for schools successfully implementing school-wide PBIS and demonstrating that their implementation had positive effects on the school's office discipline referral data for at least one year. Silver awards were presented to nine schools. The Gold award was given to those schools that have demonstrated sustainability for the systems, practices, and data utilization for school-wide PBIS and demonstrated that their implementation had positive effects on both discipline and achievement data for at least two years. Schools applying for Gold recognition were also required to submit a description of a "best practice" they used that resulted in positive outcomes at their school. Gold awards were presented to 32 schools.

Middle and high schools implementing PBIS showed a marked decrease in out-of-school suspensions. Of the 14 participating middle schools, 71 percent decreased their out-of-school suspension rates. Of the eight participating high schools (which included the Homewood Center), 88 percent recorded decreases in out-of-school suspensions. Of the 33 participating elementary schools implementing PBIS, 46 percent remained the same for out-of-school suspensions. This result for elementary schools is likely due to the low overall out-of-school suspension rate at the elementary school level.

Staff Focus
The PBIS coach is a school-based professional taking a leadership role with the implementation and support of the PBIS approach. PBIS coaches participate in on-going, sustained professional learning that focuses on school-wide PBIS action planning, COMAR regulations, and responsiveness to bullying.

In 2011-2012, more than 350 members of the HCPSS PBIS school teams attended the PBIS Maryland's Summer Institute and the HCPSS PBIS Summer Institute. Some of the HCPSS school-based teams also participated in Life Space Crisis Intervention (LSCI) Training. LSCI Training is a nationally recognized training program for professionals working with students who exhibit challenging behaviors.

In addition to formalized professional learning opportunities, all PBIS schools were provided workshop wages for PBIS teams, to allow for planning meetings after school hours and during the summer months.

Instructional Intervention Teams (IIT)
Instructional Intervention Teams (IIT) throughout the HCPSS elementary and middle schools focus on supporting teachers to improve student outcomes. Teams, comprised of classroom teachers, administrators, specialists and Student Services staff, respond when teachers request consultation to address the academic and/or behavioral needs of individuals, groups, or classes

of students. Typically, a team member, assigned as case manager, works collaboratively with the teacher through a research-based problem-solving approach. This approach, developed at the University of Maryland by Drs. Sylvia Rosenfield and Todd Gravois, guides the teacher and case manager in designing, implementing and monitoring intervention strategies to address identified concerns. The consultation process emphasizes the importance of an instructional match and ensuring that students' instruction and task demands are matched to their skills. As research indicates, addressing the mismatch between the student's skills, the instruction, and the tasks can ameliorate many classroom-based behavioral concerns (Gickling & Armstrong, 1978)[1]. Consequently, teams work to ensure that instructional matches exist or are developed to promote student success.

Team members receive rigorous training in the key components of problem solving including: skills to complete each problem-solving stage, collaborative communication, instructional assessment, developing instructional/behavioral student goals, developing and implementing instructional/behavioral interventions, and collecting data to monitor student progress. More than 1,000 Central Office and school-based staff have been trained in the essential elements of problem solving over the past ten years. The training continuum involves: *Level 1: The Basic Skills of Problem Solving*, *Level 2: Application of Problem-Solving Skills*, and *Instructional Assessment*. This training continuum is bolstered and continually supported with training at the school-level led by the IIT Facilitator during team meetings, as necessary. While the majority of schools have received training to implement the key components of problem solving, all teams are at different levels of implementation. Teams utilize the *Essential Elements for Instructional Intervention Teams* rubric as a tool for continually monitoring their level of implementation, areas for process improvement, and goal setting for improved team functioning.

Program evaluation of the IIT process across the HCPSS consistently finds that students benefit from this problem-solving process. When teachers receive support from IIT, 89.5 percent of students met or exceeded the short-term academic and/or behavioral goals set during problem solving (2010-2011 school year). Teams are formally evaluated yearly to determine their level of implementation of the problem-solving approach. The evaluations include review of documentation forms, examination of student outcomes, and process observations of team meetings. Future direction for IIT is to continue to enhance the use of instructional assessment for all team members, increase the use of case management across all schools, and align IIT with a data conversation protocol such as the Classroom Focused Improvement Process (CFIP).

LD/ADHD Initiative

The HCPSS's Learning Disability/Attention Deficit-Hyperactivity Disorder (LD/ADHD) Initiative supports all classroom teachers in delivering best practices in instructional and behavioral intervention for students with learning and/or behavioral needs. The LD/ADHD Initiative encompasses collaborative efforts of the HCPSS staff and systemic outreach to parents/families and the community. A main goal of this initiative is to develop awareness of and strategies for enhancing a student's Executive Functions within the learning setting. Executive Functions are defined as a collection of processes that are responsible for guiding, directing and managing cognitive, emotional and behavioral functions, particularly during novel problem solving.

Staff Focus

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[1] Gickling, E. E., & Armstrong, D. L. (1978). Levels of instructional difficulty as related to on-task behavior, task completion, and comprehension. *Journal of Learning Disabilities, 11,* 559-566.

Systemic professional learning was provided throughout the 2011-2012 school year to increase staff knowledge of Executive Functions and support for all students within the learning setting. Research-based electronic resources were compiled for teachers, parents, and students and posted on the HCPSS school psychology webpage.

Staff Resource Modules: Strategies for Teachers to Support Students with Learning and Attention Challenges were developed to provide classroom teachers with strategies for working with students exhibiting characteristics of learning and/or attentional needs. Information from the modules was piloted to selected Central Office and school-based staff in preparation for full implementation of the modules in the 2012-2013 school year.

Parent and Community Outreach
In alignment with the HCPSS systemic expectation to develop a relationship with students and their families, a major focus of the LD/ADHD Initiative is to promote collaboration among family members, school communities and the HCPSS.

The Learning disAbility Proclamation is presented and approved yearly at a Board of Education Meeting. Declaring October as Learning disAbility Month was a collaborative effort between the HCPSS staff and community parent groups. Other collaborations with community members have included Learning Disabilities Association of Maryland (LDA), Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD), and Individual Differences in Learning Association (IDL).

- The Annual ADHD Awareness Evening averages 300 family and community members attending yearly. Last year's 5th Annual ADHD Awareness Evening presentation was *A Triangular Approach: Composure, Collaboration, and Communication,* with Deborah Phelps, M.Ed., Principal, Windsor Mill Middle School (2011) and mother of Olympian Michael Phelps, as guest speaker.
- Spring parent Speaker Series, in conjunction with IDL, brought John E. Robison, author of *Look Me in the Eye* (2012) as guest speaker.
- Development of Resource Modules for parents*: Strategies for Parents to Support Students with Learning and Attention Challenges* that parallel, the *Staff Resource Modules.*

The LD/ADHD Initiative has an Advisory Committee that consists of members from the HCPSS, CHADD, IDL, LDA, National Association of Mental Health (NAMI), Special Education Citizens Advisory Council (SECAC), and the following Universities: The Johns Hopkins University, Department of Special Education; Towson University, Department of Education and the Department of Special Education; University of Maryland College Park, Department of Special Education and the Department of School Psychology. The Advisory Committee continues to advise, advocate for, and support the work of the LD/ADHD Initiative with a focus on ensuring the implementation of evidence-based practices within the school system and continues to provide knowledge, research, and expertise to the LD/ADHD Design Team.

Executive Functions Professional Learning Plan
During the 2012-2013 school year, systemic professional learning on Executive Functions is the primary focus of the LD/ADHD Initiative. The Professional Learning Plan will provide teachers with skills to support students in the classroom with Executive Functioning strengths and needs. Reading and Math Support Teachers (RST and MST), staff from the Department of Special Education and Student Services (DSESS), Central Office staff from the Division of Instruction, and school-based administrators will receive training related to Executive Functions.

Continued professional learning with community members includes the 6th Annual ADHD Awareness Evening and the *Strategies for Parents to Support Students with Learning and Behavioral Challenges* that parallels the *Staff Resource Modules*. These will be provided to all schools for staff to use in professional learning sessions with parents and families.

II: School Supports

Schools are targeted for support and resources based on identified needs. Schools are identified based on the previous year's Goal 2 data. Additional schools are identified during the year as needs arise – e.g., a crisis at a school requires the deployment of the Cluster Crisis Intervention Team.

School Improvement Steering Committee (SISC)

SISCs provide intense, customized Central Office support to schools not meeting Goal 1 or Goal 2 targets. SISC members typically include Central Office curriculum and administrative leadership staff, school-based administrators, and other school-based leaders. Student Services staff (Central Office and school-based) are involved when Goal 2 initiatives are identified as an area of need and support.

At the end of each school year, the Student Services Leadership Team closely examines Goal 2 data for each school and identifies schools requiring targeted Goal 2 support for the following school year. Goal 2 data include attendance, office disciplinary referrals, out-of-school suspensions, health room visits, and PBIS implementation. Targeted support includes: engaging in collaborative data discussions, assisting in designing and providing interventions, sharing effective strategies and resources, and monitoring progress toward achieving Goal 2 outcomes. In 2011-2012, 14 schools were identified for targeted Goal 2 support and regular meetings between school-based Student Services staff and members of the Student Services Leadership Team.

Crisis Team Supports

School-based and Cluster Crisis Intervention Teams have been established to manage a school or student crisis from start to finish. The Crisis Intervention Teams assist in promoting the school system's goal of a safe and nurturing learning environment by reducing the impact of grief and loss that interferes with normal school functioning and the learning process. School-based and Cluster Crisis Intervention Teams provide prevention information and intervention support to schools, staff, students and families during, and in the aftermath of a school crisis. A school crisis is defined as a death or other traumatic event involving a student or staff member due to an accident, suicide, homicide, illness, natural disaster, terrorism, or war. Teams are comprised of trained Student Services staff members that may include the school psychologist, school counselor, health services staff, and pupil personnel worker. Training is in-depth and ongoing and focuses on understanding crises and school crisis response, crisis preparedness, planning a response, providing crisis counseling and intervention, crisis debriefings, and post-crisis follow-up activities.

The HCPSS Cluster Crisis Intervention Team supports students, staff, and school communities in the event of a death or other traumatic event. This team is comprised of 21 school psychologists, 18 counselors, three cluster nurses, and five pupil personnel workers. The Cluster Crisis Team provides direct and consultative supports for school-based crisis teams. The Cluster Crisis Team leadership group consults with school administrators and members of the school-based crisis team to determine the degree of impact of the event and the type of supports needed at the school. When a school requires direct support, members of the Cluster Crisis Team help school-based staff plan the crisis response, meet with students, staff, and parents, and prepare statements to share information with all members of the school community. The types of supports provided vary based on the nature of the crisis and the needs of the school community. Over the last five years, the Cluster Crisis Intervention Team

has responded to an average of 35 school crises per year. Approximately one third of these crises required direct support from the Cluster Crisis Intervention Team.

The Cluster Crisis Intervention Team leads trainings for the HCPSS school-based crisis team staff three to four times a year. Training objectives are developed annually to reflect the needs of the school-based crisis team members. During the 2011-2012 school year, the trainings covered *Crisis Preparedness and Response*, *School Crisis Team Development*, *Self-Care for the Crisis Responder*, and *The Role of Technology in School Crisis Response*. In addition, Cluster Crisis Intervention Team members attend two full days of training each year to develop and practice advanced crisis response skills. Staff feedback ratings across all Crisis Team trainings have averaged a 4.9 on a 5 point scale with increasing requests for more training, more time spent on training topics, and options for entire school-based teams to attend the training as a group.

III. Targeted Student Supports

In some instances, individual students and student groups require more intensive and targeted supports and resources. These include supports for students experiencing homelessness and students at risk of dropping out of school (STAR cohort).

Support for Students Experiencing Homelessness
The population of students who are experiencing homelessness in the HCPSS has steadily increased since the 2008-2009 school year. In 2008-2009, there were 384 homeless students enrolled at some time during the year. In 2009-2010 that number increased to 462. During the 2010-2011 school year this population increased by 130 students to a total of 592. Most recently, in 2011-2012, there were 610 students experiencing homelessness enrolled in the HCPSS schools.

Students living in temporary housing are disproportionately enrolled in our schools at all levels, leading to an imbalance in the need for differentiated supports. In 2011-2012, at the elementary level, 90 students attended five schools. At the middle school level, 42 students attended three schools. At the high school level, 61 students attended three schools. In other words, 32 percent of students experiencing homelessness are clustered in just 15 percent of schools (11 of 72). Knowing that the needs of these students are different than those of their peers allows strategic supports to be proactively implemented.

Most families experiencing homelessness were not living in shelters, motels, or in public places. An analysis of our data conducted on April 30, 2012 found 396 students living with friends or relatives, 110 living in motels, 54 residing in shelters, six students in transitional housing, and 14 living unsheltered.

The increase in students living in temporary housing has resulted in an increased demand for the services of pupil personnel workers (PPWs). PPWs are responsible for the enrollment of students who are experiencing homelessness and they often serve as the primary case managers for these students. PPWs arrange transportation, supplemental tutoring services, and socioeconomic supports. They often advocate for necessary academic accommodations (extended assignment deadlines, etc.) and become a key educational advocate for these students.

The Transportation Office works diligently to ensure that students experiencing homelessness are able to attend their "home" school, despite living in any area of Howard County, as well as living in temporary housing out of county and even out of state.

The steady increase of students living in temporary housing is driven by a challenging economy and a lack of affordable housing in Howard County. This is not likely to change in the immediate future.

The HCPSS provides many supports for students living in temporary housing. These supports include:

- Case management of the student provided by the PPW assigned to the school the student attends; this case management support extends to all types of needs (school-based and otherwise) that a student/family may have.

- Individual tutoring - students who need extra academic support and who cannot access existing school-based support programs because of their living situations, can be provided with an individual tutor.

- Socioeconomic support including assisting students and families with obtaining school supplies, food and meals, clothing, and assistance with transportation.

- Special assistance for high school students who are college bound including the completion of college applications, FAFSA applications, and other paperwork required for college application and acceptance.

- Monitoring of school performance - at the end of each marking period, students' grades are collected, a "flag list" of students experiencing difficulties is compiled, and PPWs meet with students and the school's problem-solving team to design and provide additional supports.

- Linkages to other community agencies providing supports to those in temporary housing.

The Office of Pupil Personnel collaborates regularly with organizations such as Grassroots Crisis Intervention Center, the Community Action Council, Bridges to Housing Stability, and the Departments of Citizens Services and Social Services. These agencies participate in the Student Services Advisory Committee (SSAC).

Supports for Students At Risk of Not Graduating (STAR cohort)
Beginning in the 2009-2010 school year, the Office of Student Services began tracking rising Grade 9 students who might be at risk of not graduating from high school.

Using criteria to identify these students prior to high school, it was found that there were 691 students entering Grade 9 in 2009 who met the at risk status. The at risk indicators were based on national trends in the dropout literature as well as research conducted on the HCPSS students. As a possible result of the monitoring and targeted supports, the number of identified students has consistently decreased over the past three years. For example, in 2012, 393 rising Grade 9 students were identified as being at risk, which represents a decrease of almost 300 students since the first year these data were tracked.

To proactively build on the promising results of this work, in 2010 a similar identification process was implemented to help students transitioning from Grade 5 to Grade 6. Similar to the high school data, the number of identified students decreased each year that it was tracked. In 2012, 207 rising Grader 6 students were identified as being at risk. This is a decrease of 282 students since 2010.

In summary, the HCPSS uses the Plan-Do-Study-Act (PDSA) framework for continuous improvement. Through strategic monitoring of Goal 2 targets, Central Office and school-based teams skillfully use data to identify root causes, analyze performance gaps, link strategies/activities with identified concerns, and monitor progress toward meeting targets. Innovative use of technology, such as the electronic School Improvement Planning (SIP) template linked to real-time data, facilitate the efforts of all stakeholders to meet the needs of every student.

IV. Perceptions of School Environments

As one indicator of school climate, the HCPSS offers parents, staff and students opportunities to rate how well their schools provide a safe and learning nurturing environment through the *Goal 2 Safe and Nurturing Environment Survey*. The 2012 survey administration was for parents and staff, and was administered electronically. The survey explores respondents' perceptions of five key categories commonly associated with school climate: Welcoming Environment, Physical Environment, Discipline, Nurturing Learning Environment, and Diversity and Commonality. Respondents use a four-point scale (Strongly Disagree, Disagree, Agree, and Strongly Agree) to rate their perceptions. The survey also allows for free-form comments.

Results are not aggregated system-wide because the surveys are based on respondents' perceptions of an individual school. Because many respondents do not provide demographic information, disaggregation of results by racial/ethnic group is not possible. Schools receive item-by-item analyses of the survey responses to help them identify strengths and needs based on their unique results. Schools use survey results to identify best practices and inform school improvement efforts.

The data indicate several themes that are relevant for school climate. Of note, the most consistent finding across levels and respondents is the high rating of Welcoming Environment. Also relevant is the consistently high rating across all levels and respondent groups in the area of Nurturing Learning Environment, with the exception of students at the high school level. Areas where discrepancies exist between groups indicate that experiences may impact how a particular stakeholder group perceives a specific aspect of the school. For example, across all three levels, parents rated Discipline relatively high, while staff rated Discipline relatively low. Another area where differences across groups existed is in the area of Diversity and Commonality. At each level, parents rated this area the highest, staff rated it in the middle, and students rated it the lowest. Clearly, students across all levels are experiencing Diversity and Commonality differently than are their parents.

Parent Survey Results

The 2012 survey revealed that parent perceptions were positive across all three school levels regarding the extent to which their schools provide a safe and nurturing environment for learning.

Overall, parent participation in the Goal 2 Survey increased by nearly 5 percent from the 2010 to the 2012 administration. Elementary participation increased by 13.8 percent across administration years, with over 3,500 parents completing the survey in 2012. Parents of middle school students increased their participation rate by 6.1 percent in 2012. High school and Alternative schools experienced a decrease in participation at rates of 5.9 percent and 86.0 percent, respectively.

Table 1 compares the average percent of parents who "Strongly Agree" or "Agree" by survey category in 2010 and 2012. The percent agreement has remained relatively consistent for both the 2010 and 2012 administrations. The largest change is in the Diversity and Commonality area at the elementary level which increased by 6.6 percent. Additionally, parent perceptions in the categories of Diversity and Commonality and Physical Environment improved across all three school levels. High school is the only school level where parent perception improved in each of the five categories.

Table 1: Average Percent of Parents who "Strongly Agree" or "Agree," 2010 and 2012

Survey Category	Elementary			Middle			High		
	2010 Average	2012 Average	Change	2010 Average	2012 Average	Change	2010 Average	2012 Average	Change
Welcoming Environment	94.4	93.9	-0.5	88.0	86.1	-1.9	84.8	87.2	+2.4
Physical Environment	92.7	93.3	+0.6	88.7	89.0	+0.3	74.8	79.2	+4.4
Discipline	96.4	95.7	-0.7	93.6	92.0	-1.6	90.6	92.6	+2.0
Nurturing Learning Environment	95.4	95.3	-0.1	89.2	87.6	-1.6	86.7	88.7	+2.0
Diversity and Commonality	88.3	94.9	+6.6	88.4	89.0	+0.6	85.8	88.2	+2.4

Staff Survey Results

The 2012 survey revealed that staff perceptions about the extent to which their schools provide a safe and nurturing environment for learning were positive across all three school levels. Overall, ratings across all categories are typically higher for elementary staff than for those employed at middle and high schools. Of note is the decrease in participation of staff at all levels. This may be related to the number of surveys staff were asked to complete during the 2011-2012 school year.

Table 2 compares the average percent of staff who "Strongly Agree" or "Agree" by survey category in 2010 and 2012. The percent agreement has decreased slightly across most areas from 2010 to 2012. The most notable decrease is in the area of Discipline at the middle school level, decreasing 13.3 percent from 2010 to 2012

Table 2: Average Percent of Staff who "Strongly Agree" or "Agree," 2010 and 2012

Survey Category	Elementary			Middle			High		
	2010 Average	2012 Average	Change	2010 Average	2012 Average	Change	2010 Average	2012 Average	Change
Welcoming Environment	90.7	90.5	-0.2	87.1	81.8	-5.3	85.2	84.7	-0.5
Physical Environment	85.9	85.4	-0.5	86.1	87.2	+1.1	78.2	77.7	-0.5
Discipline	79.2	77.4	-1.8	76.9	63.6	-13.3	72.4	70.2	-2.2
Nurturing Learning Environment	94.1	94.1	0.0	92.0	87.6	-4.4	90.6	88.9	-1.7
Diversity and Commonality	89.5	89.9	+0.4	86.1	84.7	-1.4	84.8	82.9	-1.9

Comparison of Goal 2 Survey Results for All Respondents
Due to the administration of the TELL Maryland survey, the Goal 2 administration schedule is staggered. The Goal 2 survey is administered to students in the Spring of odd-numbered years and to parents and staff in the Spring of even-numbered years. Despite this staggered administration schedule, the results of the Goal 2 surveys are still compared based on respondent group. When looking at the results, comparisons between parents/staff and students are limited because the survey was completed in different school years.

Figure 1 presents the percent of respondents who "Strongly Agree" or "Agree" by survey category for elementary schools. The data presented below includes the results of the most recent administration of the Goal 2 Survey for Parents (2012), Staff (2012), and Students (2011). Across all three groups, Welcoming Environment and Nurturing Learning Environment had the highest degree of positive endorsement, as well as the highest degree of agreement among all three participant groups. The area of Discipline had a notable difference in perception between parents (95.7 percent) and staff (77.4 percent).

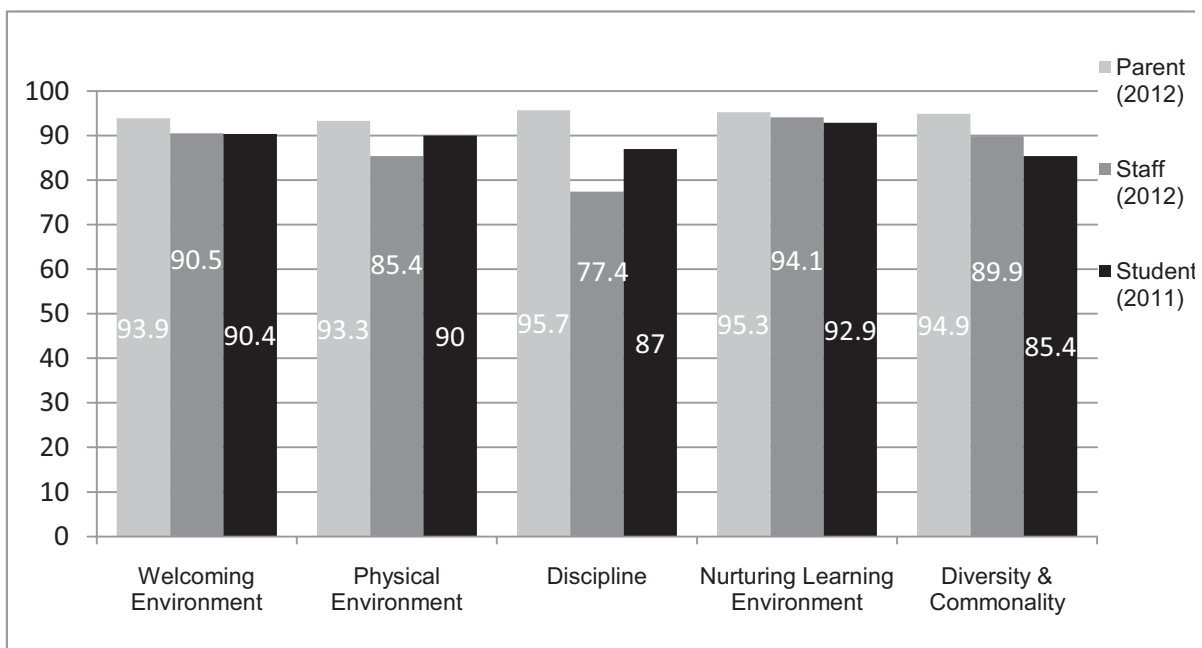Figure 1: Elementary School - Parent, Staff and Student, Average Percent Agreement

Figure 2 presents the percent of respondents who "Strongly Agree" or "Agree" by survey category for middle schools. The data presented below includes the results of the most recent administration of the Goal 2 Survey for Parents (2012), Staff (2012), and Students (2011). Three of the areas showed consistently high levels of agreement across all three respondent groups – Welcoming Environment, Physical Environment, and Nurturing Learning Environment. More differences were seen across respondent groups with the areas of Discipline and Diversity & Commonality. The area of Discipline had a notable discrepancy between parents (92 percent) and staff (63.6 percent). Differences in perceptions were also noted in the Diversity & Commonality area between parents (89 percent) and students (77.2 percent).

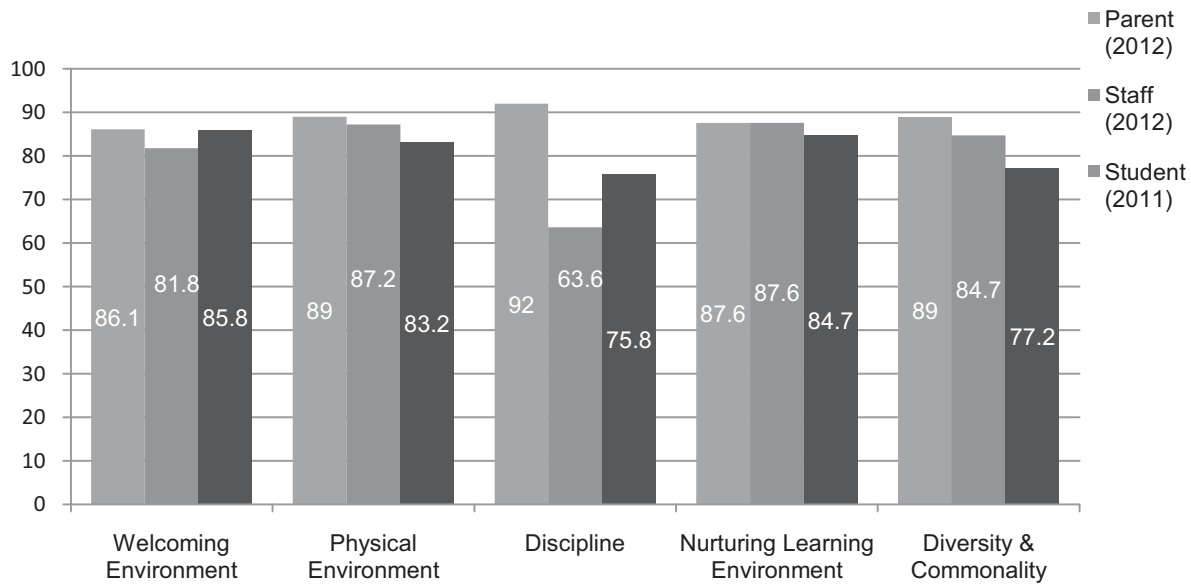Figure 2: Middle School - Parent, Staff and Student Average, Percent Agreement

Figure 3 presents the percent of respondents who "Strongly Agree" or "Agree" by survey category for high schools. The data presented below includes the results of the most recent administration of the Goal 2 Survey for Parents (2012), Staff (2012), and Students (2011). All three respondent groups were similarly in agreement regarding Welcoming Environment. More variability between respondent groups was evident across the other four areas. Of note is the differing perception in the Discipline area between parents (92.6 percent), students (72.6 percent) and staff (70.2 percent). Also notable is the degree of difference between respondents in the area of Physical Environment – students had the lowest level of satisfaction (66.5 percent), and while parents and staff were somewhat higher, these rates were low overall in comparison with other school levels and other surveyed areas.

Figure 3: High School - Parent, Staff and Student Average, Percent Agreement
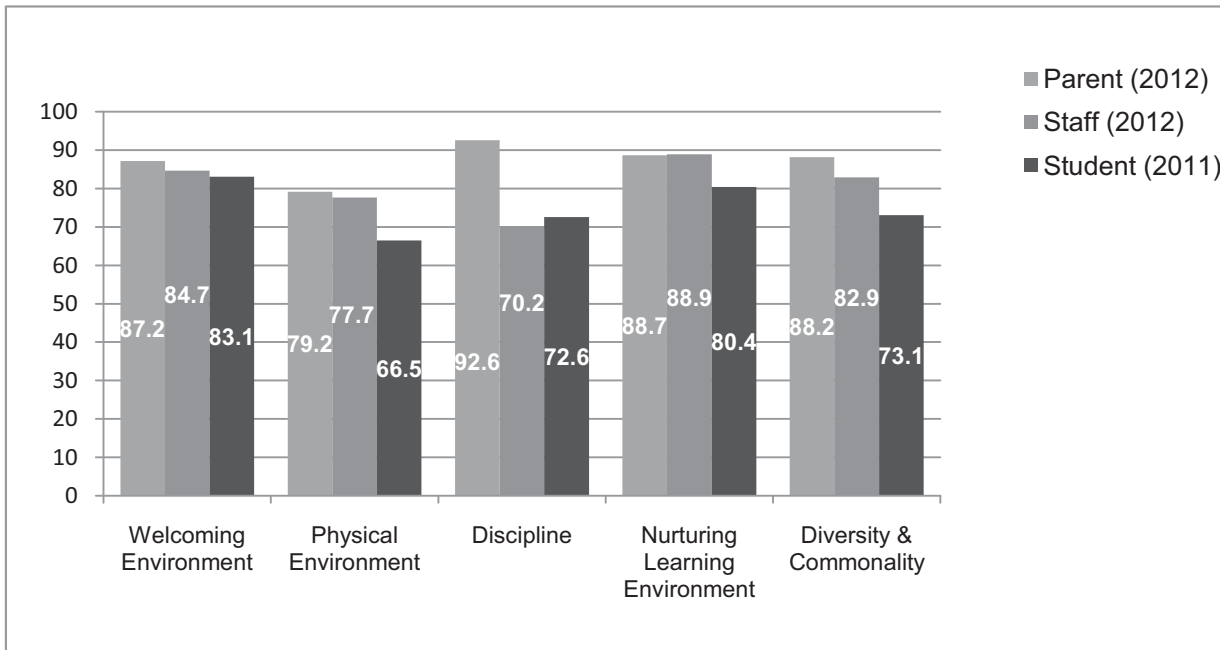
V. Goal 2 Results

The MSDE set expectations by which schools and districts are held accountable for attendance, graduation rate, dropout rate, out-of-school suspensions, and unsafe behaviors. In this section, trend data are reported at the district level by student group. Trend data from 2007 to 2012 are reported for ELL, FARMS, and special education. Due to the change in federal race codes, trend data are reported from 2011 to 2012 for each race/ethnicity student group.

Table 3 depicts data reported for each Goal 2 area and the standard by which the data are evaluated.

Table 3: Goal 2 Data Reported and Standards

Area	Data Reported	Standard
Attendance rate*	• Percentage of students attending school, by student group ○ 2007 to 2012 (ELL, FARMS, special education) ○ 2010 to 2012 (race/ethnicity)	• All schools will meet the state's attendance standard of 94 percent for all students (MSDE).
Graduation Rate*	• Percentage of students in the four-year cohort who graduated, by student group, 2010 and 2011	• All students and student groups will meet the Annual Measurable Objective (AMOs). AMOs set by MSDE are unique for each school and student group (MSDE).
Dropout Rate*	• Percentage of students in the four-year cohort who dropped out of school, by student group, 2010 and 2011	• All students and student groups will meet the Annual Measurable Objective (AMOs). AMOs set by MSDE are unique for each school and student group (MSDE).
Out-of-school Suspension	• Percentage of students with at least one out-of-school suspension, by student group ○ 2007 to 2012 (ELL, FARMS, special education) ○ 2010 to 2012 (race/ethnicity)	• *2013 targets to be determined*
Unsafe Behaviors	• Percentage of students with at least one out-of-school suspension for 10 days or more or expelled from school for behaviors identified by MSDE as "serious offenses," by student group ○ District trend data for three school years (2010 to 2012) ○ District trend data by race/ethnicity for two years (2011 to 2012)	• "A persistently dangerous school is defined as a school in which each year for three consecutive years the total number of student out-of-school suspensions for more than 10 days or expulsions for serious offenses equals 2½ percent or more of the total number of students enrolled in a school" (MSDE)

*Consistent with MSDE targets

Attendance
All schools will meet the state's attendance standard of 94 percent for all students.

Goal 1 of the HCPSS challenges students to meet rigorous performance standards and to perform on or above grade level in all measured content areas. Our expectations for student performance can only be achieved if students are regularly available for instruction and engage in learning consistently. High rates of student attendance are critical to achieving our Goal 1 targets.

The Maryland State Department of Education (MSDE) demonstrated their belief in the importance of regular and consistent student attendance by including attendance as an elementary and middle school accountability measure.

In 2012, the attendance rate standard was met for all students and all student groups at the elementary, middle, and high school levels with the exception of high school students receiving special education services (93 percent) and high school students receiving free and reduce priced meal services (92.7 percent).

Table 4: Student Attendance – Attendance Rate by Student Group, by Level, 2007 to 2012

Student Groups by Level		Attendance Rate					
		2007	2008	2009	2010	2011	2012
Overall	Elementary	96.4	96.3	96.4	96.3	96.6	96.7
	Middle	95.8	96.0	96.0	96.0	96.2	96.5
	High	94.5	95.0	95.2	95.0	95.2	95.4
Asian	Elementary					97.4	97.4
	Middle					97.7	97.9
	High					96.6	96.8
Black/African American	Elementary					96.4	96.6
	Middle					95.7	96.2
	High					94.3	94.6
Hispanic/Latino of any Race	Elementary					95.8	96.3
	Middle					95.3	95.6
	High					94.2	94.5
White	Elementary					96.5	96.5
	Middle					96.2	96.4
	High					95.4	95.5
Two or More Races	Elementary					96.5	96.7
	Middle					96.1	96.3
	High					95.2	95.2
ELL	Elementary	96.5	96.6	96.7	96.3	96.6	96.9
	Middle	96.9	96.9	97.0	96.8	96.6	97.5
	High	95.1	94.8	95.7	94.5	94.2	94.8
FARMS	Elementary	95.0	95.1	95.2	95.1	95.3	95.7
	Middle	93.6	94.1	93.9	94.2	94.2	94.9
	High	91.8	92.3	92.0	92.8	92.4	92.7
Special Education	Elementary	95.3	95.4	95.2	95.2	95.4	95.6
	Middle	93.8	94.2	94.2	94.0	94.3	94.5
	High	91.9	92.7	92.9	92.6	92.9	93.0

Source: INROADS

Graduation Rate

Each school and student group will meet or exceed the Annual Measurable Objective (AMO) for the state's four-year cohort graduation rate. The graduation rate is a lagging indicator. This allows activities that may occur during the summer after graduation to count for the most appropriate cohort. MSDE's proficiency goal for graduation rate is 95 percent. MSDE's target is to reduce in half the percentage of non-graduating students in each student group by 2020.

The AMOs are unique for each school and student group.

The graduation rate is calculated with students entering Grade 9 who are maintained in a cohort until graduation, unless the student leaves the school for a designated reason (e.g., documented move, death). All students who graduate within the four-year period after starting Grade 9 are part of the school's 4-year cohort graduation rate. Data are not yet available from MSDE for the students who graduated in 2012 at the time of this report.

2011 Four-Year Adjusted Cohort Graduation Rate $=$ $\dfrac{\text{Number of cohort members who earned a regular high school diploma by the end of the 2009–2010 school year.}}{\text{Number of first-time } 9^{th} \text{ graders in 2006–2007 school year (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2006–2007, 2007–2008, 2008–2009, and 2009–2010.}}$

The graduation rates are the highest for students identifying as White (94.8 percent), students identifying as Asian (93.39 percent), students identifying as Two or More Races (92.49 percent) and students Overall (90.64 percent). Each of these groups, with the exception of students identifying as Two or More Races, also showed gains from the previous year. The graduation rate for the other student groups was lower, and also showed decreases from the previous year. Of particular concern are for students receiving ELL services with a 2011 graduation rate of 35.23 percent and students receiving special education services with a 2011 graduation rate of 58.08 percent. Table 5 provides these data.

Table 5: Graduation Rate, Four-Year Cohort, by Student Group, 2010 and 2011

Student Group	2010			2011		
	# Graduates	# Students	Grad Rate	# Graduates	# Students	Grad Rate
Overall	3772	4213	89.53	3852	4250	90.64
Asian	493	536	91.98	537	575	93.39
Black/African American	682	827	82.47	667	824	80.95
Hispanic/Latino	249	314	79.30	241	306	78.76
White	2182	2357	92.58	2204	2325	94.80
Two or More Races	153	163	93.87	197	213	92.49
ELL	34	73	46.58	31	88	35.23
FARMS	418	546	76.56	439	591	74.28
Special Education	211	339	62.24	151	260	58.08

Dropout Rate
MSDE's proficiency goal for dropout rate is 5 percent. MSDE's target is to reduce in half the percentage of students dropping out of school in the aggregate and each student group by 2020. As a result, the AMOs are unique for each school and student group. To achieve this proficiency level, baseline AMOs were calculated with 2011 data for each school and student group.

In 2011, the dropout rate for students Overall decreased from 2010 from 7.19 percent to 5.93 percent. Students identifying as Hispanic/Latino of any race, students who receive FARMS, and students who receive ELL services exceeded the dropout standard (15.36 percent, 15.40 percent, 39.77 percent respectively). Additionally, the dropout rate for each of these groups increased from 2010. Table 6 displays these data.

Table 6: Dropout Rate by Student Group, 2010 and 2011

Student Group	2010			2011		
	# Dropouts	# Students	Dropout Rate	# Dropouts	# Students	Dropout Rate
Overall	303	4213	7.19	252	4250	5.93
Asian	29	536	5.41	21	575	3.65
Black/African American	91	827	11.00	96	824	11.65
Hispanic/Latino	45	314	14.33	47	306	15.36
White	127	2357	5.39	79	2325	3.40
Two or More Races	8	163	4.91	9	213	4.23
ELL	23	73	31.51	35	88	39.77
FARMS	70	546	12.82	91	591	15.40
Special Education	52	339	15.34	32	260	12.31

Source: www.mdreportcard.org

Out-of-School Suspension
Data for out-of-school suspensions are reported for the following years and groups:
- District trend data from 2007 to 2012 for students overall and students receiving special services (ELL, FARMS, special education).
- District trend data from 2011 and 2012 by race/ethnicity

Overall, the HCPSS had a low out-of-school suspension rate in 2012 with 2.9 percent of students receiving an out-of-school suspension. When examining the data by school level, elementary schools had the lowest out-of-school suspension rate (0.8 percent) while middle schools were higher (4.7 percent). The out-of-school suspension rate across all three levels and the HCPSS overall have shown an overall decrease from 2007 to 2012, as displayed in Table 7. Appendix B provides trend data for out-of-school suspension rate by district, school level, and student group.

Table 7: Out-of-School Suspensions, 2007 to 2012

School Year	Out of School Suspension Rate			
	HCPSS %	Elementary %	Middle %	High %
2007	4.2	1.3	6.2	6.3
2008	3.5	0.9	5.0	5.8
2009	3.5	1.0	4.9	5.6
2010	3.6	1.0	4.8	5.0
2011	3.2	0.8	4.7	4.8
2012	2.9	0.8	4.7	4.1

Examining the out-of-school suspension rate for students receiving special services shows that rates for all groups have decreased over time. The out-of-school suspension rate for students receiving ELL services decreased from 2.4 percent to 1.5 percent from 2006 to 2012. The most notable reduction in the out-of-school suspension rate is with students receiving FARMS, the rate decreased from 12.3 percent in 2006 to 7.2 percent in 2012. Figure 4 graphically depicts these trends.

Figure 4: Out-of-School Suspension Rate – By District for Special Services Group, 2006 to 2012
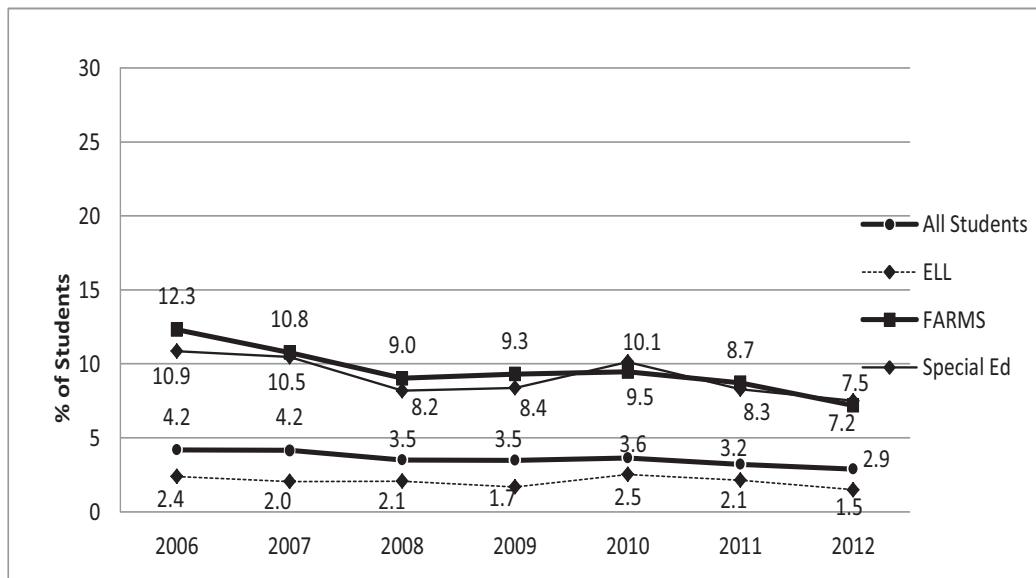
The out-of-school suspension rate for race/ethnicity by school level shows substantial differences between and across groups. In 2012, out-of-school suspension rates at the elementary level are the lowest, with rates ranging from 0.2 percent for students identifying as Asian to 2.3 percent for students identifying as Black/African American. The highest out-of-school suspension rates were found at the middle school level with rates ranging from 1.8 percent for students identifying as Asian to 11.4 percent for students identifying as Black/African American. At each level, rates decreased from 2011 to 2012, with the exception of students identifying as Black/African American at the middle school level, where the rate increased from 11.3 percent to 11.4 percent. Appendix B provides these data.

Examining the out-of-school suspension rates for elementary students receiving special services shows that rates for all groups have decreased over time. The out-of-school suspension rate for students receiving ELL services was the lowest overall at 0.5 percent in 2012. The most substantial reduction in out-of-school suspension rate is with students receiving FARMS, the rate dropped from 3.7 percent in 2007 to 2.5 percent in 2012. The out-of-school suspension rate for students receiving special education services also showed a decrease from 2007 of 3.3 percent to 2012 of 2.9 percent. Appendix B provides these data.

The out-of-school suspension rates for middle students receiving special services have all decreased over time. The out-of-school suspension rate for students receiving ELL services was the lowest overall at 4.8 percent in 2012. The most substantial reduction in out-of-school suspension rate is with students receiving FARMS, where the rate decreased from 19.8 percent in 2007 to 12.5 percent in 2012. The out-of-school suspension rate for students receiving special education services also showed a decrease from 2007 to 2012 from 15.7 percent to 12.7 percent. Appendix B provides these data.

At the high school level, the out-of-school suspension rate for students receiving special services decreased over time. The out-of-school suspension rate for students receiving ELL services was the lowest overall at 3.0 percent in 2012. The out-of-school suspension rate for

students receiving FARMS dropped from 16.1 percent in 2007 to 10.0 percent in 2012. The out-of-school suspension rate for students receiving special education services dropped from 16.7 percent in 2007 to 10.7 percent in 2012. Appendix B provides these data.

While the overall out-of-school suspension rates are low in the HCPSS, rates are higher for students identifying as Black/African American, students receiving FARMS, and students receiving special education services. Based on these differences, it is recommended that the Division of Accountability conduct exploration of data related to student out-of-school suspensions to better understand these patterns, such that meaningful approaches can be utilized to address these differences. Factors to consider include: methods by which disproportionality is defined and determined, examination of the specific Code of Conduct infraction codes related to out-of-school suspensions, the HCPSS policy violations, and infraction codes where progressive discipline may be used and administered.

Unsafe Behavior
According to MSDE, "a persistently dangerous school is defined as a school in which each year for three consecutive years the total number of student out-of-school suspensions for more than 10 days or expulsions for serious offenses equals 2½ percent or more of the total number of students enrolled in a school."

To ensure that none of the HCPSS are deemed "persistently dangerous," out-of-school suspensions are coded as being "unsafe behavior" if the student was suspended for
- 10 days or more or expelled and
- the suspension was due to a "serious offense" as defined by MSDE (i.e., arson, drugs, weapons, assaults).

Data for unsafe behavior are reported for the following years and groups
- District and school level trend for three school years (2010 to 2012)
- District and school level trend by race/ethnicity for two years (2011 to 2012)

The safe school standard was met at the district and school level. The unsafe behavior rate is lowest in schools with elementary grades and highest in schools with high school grades. Over the past 3 years, rate has gradually decreased. It is noteworthy that none of the rates come close to the state standard of 2 ½ percent or the HCPSS standard of 2 percent. Table 8 provides these data.

Table 8: Unsafe Behavior Out-of-School Suspension Rate, by Level, 2010 to 2012

School Year	Unsafe Behavior Out-of-School Suspension Rate			
	HCPSS %	Elementary %	Middle %	High %
2010	0.52	0.28	0.40	0.79
2011	0.50	0.27	0.54	0.69
2012	0.41	0.18	0.36	0.66

Due to the 2011 change in federal race codes, three years of race/ethnicity student group data will not be available until 2013. However, each student group at each level is below the 2 percent and 2 ½ percent standard for both 2011 and 2012. This means that all groups are on track to meeting the safe school standard in 2013. While the rates for students identifying as Black/African American are higher than the other student groups, the two-year trend shows a decrease in the rate with these students across all three levels, as seen in Table 9.

Table 9: Unsafe Behavior Out-of-School Suspension Rate, by Race/Ethnicity Student Group, by Level, 2011 to 2012

Race/Ethnicity	Unsafe Behavior Out-of-School Suspension Rate					
	Elementary		Middle		High	
	2011 %	2012 %	2011 %	2012 %	2011 %	2012 %
Asian	0.10	0.09	0.06	0.31	0.41	0.16
Black/African American	0.74	0.43	1.42	0.66	1.13	1.10
Hispanic/Latino	0.30	0.08	0.87	0.52	0.67	1.12
White	0.09	0.11	0.27	0.16	0.60	0.55
Two or More Races	0.39	0.25	0.60	0.72	0.77	0.71

Appendix A: Bullying Prevention Long Range Plan 2012-2013

Date	Action/Event	Audience	Person/ Office Responsible	Date(s) Completed/ Accomplished	One Time Annually	On-Going
August 22, 2012	Begin data collection from all schools to create a baseline for Bullying, Cyberbullying, Harassment, or Intimidation (BCHI) incidents, professional development needs, resource needs, etc.	Student Services School teams	Department of Special Education & Student Services		✓	
August-June	Review of Policy 1060 (snapshot), Frequently Asked Questions for completing the Bullying, Harassment, or Intimidation Form, and Staff Requirements for Policy 1060.	All School Staff	Office of Administration Administrative Directors, School Based Administrators			✓
August-June, 2012	Bullying prevention objectives for Grades K-9 are embedded in the curriculum for Health Education.	Students	Health Education Office School Based Administrators Health Education Teachers			✓
August-June, 2012	School Counselor Program Plans include objectives to ensure that bullying prevention classroom guidance lessons are taught to all students annually.	Students	School Counseling Office			✓

Date	Action/Event	Audience	Person/ Office Responsible	Date(s) Completed/ Accomplished	One Time Annually	On-Going
September 29 & October 6, 2012	*Bully: The Documentary* Parents and other concerned adults are encouraged to view this film as an opportunity to begin conversations with students. One of the revelations in the film is that children often do not tell their parents that they are experiencing bullying so conversation starters will be provided at the event.	Parents Community	County Executive Ken Ulman, the Trustees and Fellows of the Bar Foundation of Howard County, and the Howard County Public School System.	September 29 & October 6, 2012	✓	
September, 2012	*"What Parents Need to Know About Bully Prevention in Howard County Public Schools".* A set of 100 brochures are sent all school administrators	Parents	DSESS		✓	
October, 2012	*"What Parents Need to Know About Bully Prevention in Howard County Public Schools",* will be added to the HCPSS website Publications	Parents and Community	DSESS		✓	
October 11, 2012	Student Leadership Summit	Middle School students	School Counseling Office		✓	
October 5, 2012	Third Annual Conference on the Prevention of Bullying and Harassment	HCPSS Central Office & School Administrators	MSDE DSESS		✓	

Date	Action/Event	Audience	Person/ Office Responsible	Date(s) Completed/ Accomplished	One Time Annually	On-Going
October 4, 2012	C3 Conference – Cyberethics, Cybersafety, & Cybersecurity	HCPSS Central Office School Administrators	DSESS		✓	
October, 2012	Bullying Prevention *Tip of the Month* – references to resources located in schools and/or online; information about signs to look for if a student is being bullied; developmental tips i.e. what may be normal peer conflict vs. bullying.	School Based Administrators, Staff, Parents, SSLT etc.	DSESS			✓
October 22, 2012	Student Presentation by Dr. Sameer Hinduja, Cyberbullying Research Center Glenelg HS-8: 15 a.m. & Atholton HS-12:00 p.m. & 1:00 p.m.	Glenelg and Atholton HS Students	Glenelg and Atholton HS administration and student services teams		✓	✓
October. 22, 2012 6:30 pm	**PTSA/Student Services & GHS presents** **Keeping Our Kids Healthy Series for Parents** "Cyberbullying, Sexting and Other Unwise Uses of Technology" Dr. Hinduja, Cyberbullying Research Center	Glenelg and Atholton HS Parents	Glenelg and Atholton HS administration, student services teams, & PTSA			✓

Date	Action/Event	Audience	Person/ Office Responsible	Date(s) Completed/ Accomplished	One Time Annually	On-Going
October 23 & 25, 2012	Professional development for administrators will begin at these October Level meetings. This will include: Social Media Awareness, Procedures for Responding to and Investigating Cyberbullying, Education for Staff and Families, and current resources.	All Administrators	Department of Special Education& Student Services Office of Administration (Administrative Directors)		✓	
October-November, 2012	Choose Civility poster contest theme will be "Choose Civility: The Active Bystander". This year the contest will include creating a PSA or video for secondary students using the same theme. Contest launches during Choose Civility Week and ends in November. Winners are chosen and recognized in February.	HCPSS Students	Department of Special Education& Student Services		✓	✓
November 5, 2012	Mean Girls Seminar What Educators can do to Address and Prevent Bullying, Cyberbullying, and Related Aggression.	Student Services Leadership Team, HCPSS Staff	Department of Special Education& Student Services		✓	
December, 2012	Professional Development for administrators at December Level Meeting	School Based Administrators	Department of Special Education& Student Services Office of Administration		✓	

Date	Action/Event	Audience	Person/ Office Responsible	Date(s) Completed/ Accomplished	One Time Annually	On-Going
May 16, 2013	Student Leadership Summit	Elementary School Students	School Counseling Office		✓	
2012-2013	Planning/Developing: Professional development webinar for administrators on Legal Issues that Impact Responses to Cyberbullying	School Based Administrators	Department of Special Education& Student Services, Legal Services Office of Administration			
2012-2013	Planning/Developing: Safe Schools Online training	School Staff	Office of Safety, Environment, & Risk Management, Department of Special Education& Student Services		✓	
2012-2013	Professional Development for School Psychologists		Department of Special Education& Student Services C. Schulmeyer I. Croft			

Date	Action/Event	Audience	Person/ Office Responsible	Date(s) Completed/ Accomplished	One Time Annually	On- Going
2012-2013	Professional Development for School Counselors		Department of Special Education& Student Services L. Boarman K. Wagner			
2012-2013	Professional Development for Pupil Personnel Workers (PPW's) and Alternative Education Staff		Department of Special Education& Student Services Craig Cummings			
2012-2013	In 2010-2011, the Superintendent's Anti-bullying Task Force was reconvened to determine to what extent the recommendations developed in 2005-06 had been implemented. This task force also examined whether current bullying issues (e.g. cyberbullying & LGBTQ community) were being addressed through the original recommendations. A report was presented to the school Board February 23, 2012. The task Force will continue to meet annually.	HCPSS Staff, Members of Howrd County Community	Department of Special Education& Student Services			✓

Appendix B: Out-of-School Suspension Rate, by Student Group, by Level, 2007 to 2012

Student groups by Level		Suspension Rate %					
		2007	2008	2009	2010	2011	2012
Overall	HCPSS	4.2	3.5	3.5	3.6	3.2	2.9
Overall	Elementary	1.3	0.9	1.0	1.0	0.8	0.8
	Middle	6.2	5.0	4.9	4.8	4.7	4.7
	High	6.3	5.8	5.6	5.0	4.8	4.1
Asian	Elementary					0.2	0.2
	Middle					1.6	1.8
	High					1.9	1.6
Black/African American	Elementary					2.5	2.3
	Middle					11.3	11.4
	High					10.9	9.0
Hispanic/Latino of any Race	Elementary					1.0	0.5
	Middle					7.1	6.7
	High					5.9	4.8
White	Elementary					0.3	0.3
	Middle					2.4	2.2
	High					3.0	2.6
Two or More Races	Elementary					1.1	0.8
	Middle					5.9	4.7
	High					5.8	5.1
ELL	Elementary	0.9	0.7	0.5	0.5	0.8	0.5
	Middle	0.4	5.6	5.0	6.4	3.7	4.8
	High	4.8	4.4	3.3	6.5	4.9	3.0
FARMS	Elementary	3.7	2.8	3.0	2.9	2.8	2.5
	Middle	19.8	15.5	13.5	14.7	13.6	12.5
	High	16.1	14.9	15.2	12.4	13.1	10.0
Special Education	Elementary	3.3	2.7	2.8	3.8	2.7	2.9
	Middle	15.7	12.0	12.0	14.1	13.1	12.7
	High	16.7	13.4	14.5	14.0	13.8	10.7