CREATING AND SUSTAINING ENVIRONMENTS TO SUPPORT TEACHING AND LEARNING

Baltimore City Public School System’s Comprehensive School Safety Plan

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Chief Executive Officer

Draft

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---EXECUTIVE SUMMARY---

Over the 2006-2007 school year, the Baltimore City Public School System (BCPSS) and its partners have engaged in a planning process that has resulted in this comprehensive Plan for Creating and Sustaining Environments to Support Teaching and Learning. In addition, the process has yielded the infrastructure for implementation and oversight, so that the Plan will exist as a dynamic and effective document, and the extensive engagement that has marked its development will sustain long-term effectiveness.

This comprehensive school safety and climate Plan has been developed to fulfill the system’s commitment to ESEA Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. This goal directs the BCPSS to ensure that all children in Baltimore’s public schools attend schools that are safe and support learning and families and communities contribute to student achievement and positive social and emotional development.

All students in Baltimore have a right to an appropriate education. An environment conducive to learning is critical to foster the academic achievement of students. The BCPSS is committed to creating safe and supportive learning environments and providing the best possible curricula and instruction. Student success is threatened when excellent instruction and effective classroom management, as well as partnerships with families, community residents, the faith community, service providers, businesses, community groups, and state and city governments are missing.

Several important sources of data support the need for this comprehensive Plan:

- 15 schools have had suspension rates for violent offenses of more than 2 ½ percent for at least one year, five of those for at least three years;
- At 11.3 percent, the number of students who have been suspended is 30 percent higher than the average suspension rates in other districts in Maryland;
- 34 percent of students report that they do not feel safe in their school and an equal number report that they do not feel safe going to and from school;
- 62 percent of all students surveyed and 73 percent of all staff surveyed report that disruptions in the classroom get in the way of student learning.
- 1,409 students were arrested by Baltimore School Police.

Plan Strategy

Clearly, in order to provide a school environment conducive to learning, school staff and community partners must together address both behavior and community safety issues in a comprehensive and coordinated fashion. The plan for Creating and Sustaining Environments to Support Teaching and Learning will enable the BCPSS to create and sustain safe and supportive learning environments utilizing three interrelated sets of activities.

1. Developmental/Instructional activities include creating positive learning environments by providing research-based prevention education, social skills curricula, and support...
Creating and Sustaining Environments to Support Teaching and Learning

materials. This requires appropriate and sufficient professional development focused on generating positive conditions for learning.

2. **Learning supports** include family and community engagement and involvement in schooling; student and family assistance; and weaving together school and community resources to provide positive development and remedial activities, prevention and resiliency promotion, and clinical services all of which are important for positive academic achievement, school connectivity, and positive school climates. It is critical that family members and youth become more actively engaged as partners in creating supportive learning environments. This will require the effective use of structured, coordinated, and integrated community partnerships to complement school-provided services, resources, and supports to students and their families.

3. **Governance and Resource Management** includes policies for creating and sustaining environments to support teaching and learning. Officers, directors, and other central and area office staff support efforts of school personnel, family members, and community collaborators to create safe and supportive learning environments. Relevant policies and procedures must be up to date, aligned with the BCPSS vision, mission, and Master Plan and must be consistent and equitably applied across the system. It is critical that the BCPSS have a clear point of coordination for the various components of the Plan. Monitoring of strategies is required to assure effective implementation and positive outcomes.

**Priorities**

To support schools in creating environments that are conducive to teaching and learning, seven priority areas have been identified. These priority areas are linked to the supportive environment components—Parent/Family Engagement; Curriculum and Instruction; Youth Development and Leadership; Intervention Services and Supports; Policies and Procedures; Community Involvement; School Police; Safe Facilities; Professional Development; and Data-based Decision-making. Following are the priorities.

1. Enhance positive behavioral practices by adults;
2. Increase positive behavior and social emotional learning of students through instruction, student involvement, and interventions;
3. Implement the Family/Community Engagement Policy with an emphasis on the collaboration of all stakeholders;
4. Create and maintain effective Student Support Teams;
5. Effectively transition students within and between schools;
6. Utilize alternatives to suspension practices; and
7. Implement effective security processes and crisis management strategies.

**Guiding Principles**

The following guiding principles were used in developing the Plan components.

- Parent/family engagement is a critical factor in creating and/or supporting safe and supportive learning environments.
- Time and resources must be allocated to provide instruction in social-emotional skills and drug abuse and violence prevention curricula that are strengths-based and that encourage the acceptance of personal responsibility for decisions and behaviors in all grades each year.
- Each school should have a school wide positive behavioral management system in place as well as a continuum of supports to meet the needs of all students.
- Professional development will be ongoing, including strategies for instruction, behavioral interventions, and school-based plan development with a special focus on new staff to reduce the high turnover rate and the consequences this has for student learning and school connectivity.
- Opportunities for youth to engage in positive leadership activities and positive skill development should be afforded to all segments of the student population.
- Policies and procedures governing behavior should be appropriate, communicated broadly, and applied equitably and be in the best interest of students, their families, schools, and staff.
- It is the responsibility of the entire community (individuals, businesses, community associations, etc.) and community-based service providers to work in partnership with schools and families to help generate and maintain safe and supportive learning environments, and systems of coordination and accountability should be developed to manage that partnership.
- Multiple indicators of school climate, culture, and safety should be used to inform the decision-making process to most effectively assess needs and utilize resources with performance being monitored on an ongoing basis. Data will be obtained through surveys, focus groups, and interviews with staff, students, family members, and others in the community.
- Students require and deserve facilities that are conducive to learning.
- Each school must develop a data-driven, school-based plan for creating and sustaining a safe supportive learning environment that is periodically updated.

**Coordination and Areas of Work**

An interagency Steering Committee was established to oversee both Plan development and implementation. The identification of an office responsible for coordination of all implementation practices required by the Plan has been recommended, and a coordinator level position has been included in the FY2008 BCPSS budget. The following workgroups were established in the course of planning and continue as implementation and support continues:

- School-Family Engagement
- Curriculum and Instruction
- Professional Development
- Intervention Services and Supports
- Youth Development and Leadership
- Policies and Procedures
- Community Involvement
- Data-based Decision-making
An invitation for participating on workgroups remains open to the public and to members of school staff and administration. Two public forums were held as well as numerous stakeholder group meetings, during which time input was added and new members recruited for the workgroups.

Plan Details

The *Creating and Sustaining Environments to Support Teaching and Learning* plan includes a list of proposed actions with an accompanying timeline, identification of duties and responsibilities, and recommendations for continued planning developed by each workgroup with input from other stakeholders. Members of the public and the BCPSS staff are encouraged to utilize the ongoing comprehensive Plan as a vehicle for change after the spring 2007 draft of the Plan is submitted to the Maryland State Department of Education and throughout the school year. Comments can be directed to the Drug Abuse and Violence Prevention Unit, April Lewis, Director at aklewis@bcps.k12.md.us or by calling (410) 545-0930.
---OVERVIEW---

All students in Baltimore have a right to an appropriate education. An environment conducive to learning is critical to foster academic achievement of students. The Baltimore City Public School System (BCPSS) is committed to creating safe and supportive learning environments and providing the best possible curricula and instruction. Student success is threatened when excellent instruction and effective classroom management, as well as partnerships with families, community residents, the faith community, service providers, businesses, community groups, and state and city governments are missing.

This comprehensive school safety and climate Plan has been developed to fulfill the system’s commitment to ESEA Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.* The comprehensive plan developed is in alignment with the approved BCPSS Master Plan and stems from a planning process began in October 2006 in response to the August 2006 corrective action required by the Maryland State Department of Education, “to develop a comprehensive safety plan.” In response to this corrective action, the BCPSS undertook a broad-based and inclusive process of reviewing, analyzing, improving, and implementing policies, practices, and programs that affect school safety, climate, and culture.

This comprehensive Plan for creating safe and supportive learning environments supports the BCPSS vision and mission as environments conducive to learning are critical for accelerating academic achievement, affecting student and adult attitudes, enhancing skills for teaching and learning, and contributing to a culture of excellence.

**Vision of BCPSS**

*Accelerating the academic achievement of all students, in partnership with the entire community, to ensure that students have the attitudes, skills, and proficiencies needed to succeed in college and in the 21st century global workforce.*

**Mission of BCPSS**

*To accelerate student progress through effective implementation of the Master Plan, focusing on quality instruction, managing systems efficiently, and sustaining a culture of excellence.*

**Goal for Creating Safe and Supportive Learning Environments**

Ensure that all children in Baltimore’s public schools attend schools that are safe and support learning and families and communities contribute to students’ achievements and positive social and emotional development.
---DATA SUPPORTING THE NEED FOR A COMPREHENSIVE PLAN---

Based on data for the 2005-2006 school year:

- For three consecutive years, five schools that had at least a 2 ½ percent suspension rate for “violent” offenses met the criteria for classification as persistently dangerous.
- For two consecutive years, one school that had at least a 2 ½ percent suspension rate for “violent” offenses met the criteria for classification as probationary status.
- For one year, nine schools that had at least a 2 ½ percent suspension rate for “violent” offenses met the criteria for classification as a watch list school.
- The percentage of students suspended in the BCPSS was 11.3 percent compared to 8.7 percent for the state.
- Three elementary schools experienced an overall suspension rate (unduplicated count) greater than 16% resulting in a requirement for the implementation of a school wide behavior modification program.
- 23.29 percent of students in the BCPSS were reported as truant (missed 20 or more days).
- The mobility rate for students in the BCPSS:

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<tr>
<th>Grades</th>
<th>Entrants</th>
<th>Withdrawals</th>
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<tr>
<td>1 to 5</td>
<td>35.3 %</td>
<td>17.9 %</td>
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<tr>
<td>6 to 8</td>
<td>33.1 %</td>
<td>20.8 %</td>
</tr>
<tr>
<td>9 to 12</td>
<td>34.6 %</td>
<td>25.8 %</td>
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</table>

- The attendance rate for students in the BCPSS was:
  94.1 percent (grades 1 – 5) compared to 95.3 percent for the State.
  88.2 percent (grades 6 – 8) compared to 93.9 percent for the State.
  83.6 percent (grades 9 – 12) compared to 91.6 percent for the State.
- The dropout rate for students in the BCPSS was 10.52 percent.
- 1,409 students were arrested by Baltimore School Police.

Based on data for the January 2007 climate survey:
- 34 percent of students, 15 percent of parents, and 20 percent of staff reported that students do not feel safe at school.
- 34 percent of students, 19 percent of parents, and 32 percent of staff reported that students do not feel safe going to and from school.
- 62% of students, 49% of parents, and 73% of staff reported that disruptions in the classroom get in the way of student learning.
---PLAN STRATEGY---

The Plan for *Creating and Sustaining Environments to Support Teaching and Learning* will enable the BCPSS, family members, and community collaborators to create and sustain safe and supportive learning environments utilizing developmental/instructional activities, increasing and sustaining learning supports, and improving governance and resource management:

1. **Developmental/Instructional activities** include creating positive learning environments by providing research-based prevention education, social skills curricula, and support materials. This requires appropriate and sufficient professional development focused on generating positive conditions for learning.

2. **Learning supports** include family and community engagement and involvement in schooling; student and family assistance; and weaving together school and community resources to provide positive development and remedial activities, prevention and resiliency promotion, and clinical services all of which are important for positive academic achievement, school connectivity, and positive school climates. It is critical that family members and youth become more actively engaged as partners in creating supportive learning environments. This will require the effective use of structured, coordinated, and integrated community partnerships to complement school-provided services, resources, and supports to students and their families.

3. **Governance and Resource Management** includes policies for creating and sustaining environments to support teaching and learning. Officers, directors, and other central and area office staff support efforts of school personnel, family members, and community collaborators to create safe and supportive learning environments. Relevant policies and procedures must be up to date, aligned with the BCPSS vision, mission, and Master Plan and must be consistent and equitably applied across the system. It is critical that BCPSS have a clear point of coordination for the various components of the plan. Monitoring of strategies is required to assure effective implementation and positive outcomes.
---PRIORITIES---

To support schools in creating environments for teaching and learning, seven priority areas have been identified. These priority areas are linked to the supportive environment components-Parent/Family Engagement; Curriculum and Instruction; Youth Development and Leadership; Intervention Services and Supports; Policies and Procedures; Community Involvement; School Police; Safe Facilities; Professional Development; and Data-based Decision-making. Following are the priorities.

1. Enhance positive behavioral practices by adults;
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4. Create and maintain effective Student Support Teams;
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6. Utilize alternatives to suspension practices; and
7. Implement effective security processes and crisis management strategies.
---OBJECTIVES AND OUTCOMES---

Two Master Plan objectives from the 2006-2007 school year are directly linked to the objectives of the comprehensive safety plan for *Creating and Sustaining Environments to Support Teaching and Learning*.

*By June 30, 2007, reduce from five to two, the number of persistently dangerous schools based on 2006-2007 suspension data.*

*By June 30, 2007, reduce from three to one, the number of schools exceeding the suspension threshold for a required school-wide behavior modification intervention.*

The objectives of this Plan expand upon the Master Plan strategies and the Maryland State Department of Education corrective action to develop and implement a comprehensive safety plan. While there are no guarantees, an environment conducive to learning is more likely to foster academic achievement for students.

**Objective 1.** Identify factors contributing positively or negatively to school safety, school climate, and learning environments experienced by Baltimore City Public School System (BCPSS) students, and modify the comprehensive safety plan as necessary to address the needs of students, families, and staff.

Outcomes –

- Institutionalized process for monitoring and communicating the analyses of the annual survey of school climate, attendance, academic performance, office disciplinary referrals, suspensions, school police reports, truancy center assessments, referrals to school-based and other service providers, and other data generated by teachers and other school personnel

- Improved school safety, school climate, school connectivity, and academic performance and reduction of truancy evidenced by the results of monitoring by SchoolStat, DREAA, and the BCPSS Practice Network

**Objective 2.** Create and implement comprehensive school-based plans for creating safe and supportive learning environments.

Outcomes –

- Effective school safety, attendance, and family/community engagement components in all School Improvement Plans supporting effective instruction

- Reduction in the number of suspensions, expulsions, and arrests; decrease in number and severity of office disciplinary referrals; decrease in school police involved incidents; fewer youth detained at the Baltimore City Juvenile Justice Center; and reduction in over-representation of minority youth in the juvenile justice system, expelled, and suspended

- Increased knowledge and skills of staff leading to effective practices
• Increased involvement of families and communities in school improvement activities and decreased gaps in the continuum of student support activities

**Objective 3.** Create and support a multi-agency Steering Committee consisting of senior BCPSS staff, heads of agencies providing support services to students (in schools or in the community), community and family leaders, and youth who will meet on a regular basis to oversee the development and implementation of the plan for Creating and Sustaining Environments to Support Teaching and Learning.

Outcomes –
• Regular participation of internal and external stakeholders on the School Safety and Climate Steering Committee and established workgroups
• BCPSS staff and non-BCPSS staff co-chair the School Safety and Climate Steering Committee and all workgroups
• Increased capacity to develop and maintain the system’s capability to effectively prepare, detect, prevent, respond to, protect against, recover from, and mitigate personal and property losses due to attacks, including terrorist threats and acts, as well as other threats and acts affecting the lives of students or staff in schools, and to enable the school system to participate in community, city, and state violence prevention efforts to address terrorist threats and acts
---GUIDING PRINCIPLES---

The following guiding principles were used in the development of the Plan components:

- Parent/family engagement is a critical factor in creating and/or supporting safe and supportive learning environments.
- Time and resources must be allocated to provide instruction in social-emotional skills and drug abuse and violence prevention curricula that are strengths-based and that encourage the acceptance of personal responsibility for decisions and behaviors in all grades each year.
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- Policies and procedures governing behavior should be appropriate, communicated broadly, and applied equitably and be in the best interest of students, their families, schools, and staff.
- It is the responsibility of the entire community (individuals, businesses, community associations, etc.) and community-based service providers to work in partnership with schools and families to help generate and maintain safe and supportive learning environments, and systems of coordination and accountability should be developed to manage that partnership.
- Multiple indicators of school climate, culture, and safety should be used to inform the decision-making process to most effectively assess needs and utilize resources with performance being monitored on an ongoing basis. Data will be obtained through surveys, focus groups, and interviews with staff, students, family members, and others in the community.
- Students require and deserve facilities that are conducive to learning.
- Each school must develop a data-driven, school-based plan for creating and sustaining a safe supportive learning environment that is periodically updated.
---COMPREHENSIVE PLAN DEVELOPMENT---

A multi-agency and community representative, School Safety and Climate Steering Committee, and workgroups were established during the fall of 2006 to develop the Plan components. These structures will remain in place and evolve in membership as needed for monitoring and continuing planning and implementation. The current membership of the Steering Committee and workgroups is attached in Appendices A and B, respectively.

**School Safety and Climate Steering Committee**
The BCPSS School Safety and Climate Steering Committee guided the development and will facilitate the implementation of the comprehensive Plan for creating safe and supportive learning environments for the school system. The system-wide guidelines will be reflected in individual plans at each school describing the school’s activities to create safe and supportive learning environments. This Committee will be co-chaired by the BCPSS Student Support Services Officer, Everene Johnson-Turner and the Director of the Johns Hopkins Center for the Prevention of Youth Violence, Dr. Philip Leaf.

Expertise exists both inside the school system and in the community to bring about the ideal, “*All students attending schools in the Baltimore City Public School System are educated in safe and supportive learning environments.*” Because of this, the Steering Committee appointed by Dr. Charlene C. Boston, the interim CEO of the BCPSS, includes internal and external stakeholders. The composition will establish the broad consensus and shared responsibility necessary for creating and sustaining school environments conducive to learning.

Steering Committee members have pledged support from their organizations and agencies and have recommended staff to participate in the ongoing workgroups charged with considering recommendations for continued planning proposed by the Plan development workgroups.

**Creating and Sustaining Safe and Supportive Learning Environments and Task Workgroups Descriptions**

*Data-based Decision-making*
Identify existing data at the BCPSS and collaborating agencies and along with other workgroups develop and monitor a plan for obtaining and using data to create and sustain safe and supportive learning environments. Aid other workgroups, BCPSS staff, and other stakeholders in preparing and interpreting data.

*School-Family Engagement*
Identify and implement ways in which families can improve the safety and climate of schools. Strategies for engaging and supporting family involvement will be identified and implemented, including the need for professional development of staff and training and support of family members.
Creating and Sustaining Environments to Support Teaching and Learning

Curriculum and Instruction
Identify and facilitate effective implementation of research-based programs approved by the central office that address drug use, violence, social-emotional learning, anger management, conflict resolution, etc., to be implemented within all grades as appropriate. Develop a strategy that will provide universal prevention education and increase resiliency for all students as identified in the Guiding Principles; identify expectations for curriculum implementation; and develop criteria for program selection at the school level as well as a process for schools to use when selecting additional curricula, obtaining approval, and monitoring implementation.

Professional Development
Identify gaps in professional preparation and develop and monitor activities that increase the capacity of school staff, family members, students, and other collaborators to implement programs and practices for safe and supportive learning environments, including professional development of staff to teach research-based curricula, and to develop school-based plans and other strategies and activities for improving school climate.

Youth Development and Leadership
Identify and facilitate the implementation of youth development and leadership opportunities that involve students as problem-solvers and decision-makers in resolving issues that affect the safety of their schools. Include not only students who have demonstrated positive youth leadership, but provide opportunities for the development of youth whose leadership skills in the past may have been used inappropriately.

Intervention Services and Supports
Ensure access to and the effective use of programs aimed at all students, as well as strategies and programs for students at high risk of requiring more intensive supports and services, and students needing clinical or remedial programs because of identified deficiencies or problems. Work will include an assessment of need based on available data, systems for referral and coordination, and collaboration with agency partners. Develop a description of currently used programs, the extent of their use, their outcomes, and feasibility for expansion.

Community Involvement
Connect and integrate the BCPSS process for creating safe and supportive learning environments with other citywide, community, and faith-based efforts to increase safety and positive youth development. Assess and mobilize available community-based resources for intervention services, professional development, youth development, family support, and other activities that promote positive school climate. Recommend strategies for permanently engaging the community at school and citywide levels.

Policies and Procedures
Collect and review relevant policies and procedures that affect the safety and climate of schools; make recommendations for revisions to policies and procedures and the addition of policies and procedures necessary to create safe and supportive learning environments; ensure that policies and procedures are effectively communicated to students, staff, families, and community members; and identify recommendations for continued planning.
Safe Facilities
Review policies and procedures in place to ensure that learning environments are safe for all students, staff, and visitors, and that the BCPSS has an effective crisis response capacity. Identify recommendations for changes to these policies and procedures and develop and communicate strategies to be used by central office and school-based staff to assure safety.

Unsafe Schools Choice Option
Provide a description of the Unsafe School Choice Option mandates identified through No Child Left Behind, Maryland’s definition of persistently dangerous schools, and the related COMAR references. Describe the characterization of schools as watch list, in probationary status, and as persistently dangerous. Describe the BCPSS school transfer policy and include a template for the development of corrective action plans to address “violent” behaviors that resulted in the school’s placement on one of the aforementioned lists.

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In addition to the Steering Committee and workgroups, suggestions for improvements in school climate and safety were generated through meetings with teachers, administrators, two public forums, and several youth focus groups. Presentations were made to and feedback sought from a variety of stakeholders throughout the development of the Plan including the Parent Community Advisory Board (PCAB), the Board of School Commissioners, School Improvement and Student Support Teams of schools in various stages of school improvement, parent/community members, health education teachers, new principals, and the Chief Academic Officer’s Cabinet.
---PROPOSED ACTION STEPS---

**Link to Supportive Environment Components**

- SFE (School-Family Engagement)
- CI (Curriculum and Instruction)
- PD (Professional Development)
- ISS (Intervention Services and Supports)
- YDL (Youth Development and Leadership)
- SPF (School Police Force)
- PP (Policies and Procedures)
- SCI (School-Community Involvement)
- DBDM (Data-based Decision-making)

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<td><strong>Enhance positive behavioral practices by adults</strong></td>
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<td>Implement the Positive Behavioral Interventions and Supports (PBIS) program in 27 schools. [ISS]</td>
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<td>Increase by 13 the schools participating in PBIS professional development. [ISS]</td>
<td>Increase to 39 the schools implementing PBIS. [ISS]</td>
<td>Increase by 11 the number of schools participating in PBIS professional development. [ISS]</td>
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<td>Provide professional development (10 sessions) for staff of 23 middle schools. [PD]</td>
<td>Increase the number of staff provided professional development in Positive Personal Relationships. [PD, ISS]</td>
<td>Provide professional development (10 sessions) for staff of 22 middle schools. [PD]</td>
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<td>Provide a preparatory orientation for additional schools slated for PBIS training in the summer. [ISS]</td>
<td>Provide professional development for school police officers, resource specialists, and hall monitors on positive behavioral practices. [ISS, PD, SFE]</td>
<td>Provide professional development in Non-violent Crisis Intervention. [PD]</td>
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<td>Include orientation to BCPSS positive behavioral practices in new staff orientations. [PD]</td>
<td>Integrate training in positive behavioral practices into professional development time. [PD]</td>
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<td>Provide professional development in positive behavioral practices for student support staff and staff from other agencies working in schools. [PD]</td>
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<td><strong>Increase positive behavior and social emotional learning of students through instruction, involvement, and interventions</strong></td>
<td><strong>Provide professional development for 5th grade teachers and new pre-K to 5 teachers in 7 existing PATHS to PAX schools, PATHS schools and 5 Cherry Hill Initiative schools. [PD]</strong></td>
<td><strong>Implement PATHS to PAX in 12 schools. [ISS]</strong></td>
<td><strong>Implement PATHS in 6 schools. [ISS]</strong></td>
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<td><strong>Provide access to Discovery Health Connection curricula for all schools, K-12. [CI]</strong></td>
<td><strong>Provide professional development to be used by youth leaders in the Recreation, Education, and Prevention (REAP) program. [YDL]</strong></td>
<td><strong>Assure that all staff has received the necessary professional development to teach the prevention curricula. [PD]</strong></td>
<td><strong>Implement staffing patterns to assure that the health education component of the elementary timeframe is observed and that comprehensive health education is taught every year to every student, kindergarten through 8th grade.</strong></td>
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<td><strong>Provide professional development in the use of the Discovery Health Connection online curricula. [PD]</strong></td>
<td><strong>Provide professional development in the use of the Discovery Health Connection online curricula. [PD]</strong></td>
<td><strong>Implement the Safe Schools Ambassadors program in 4 schools. [YDL]</strong></td>
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<td><strong>Implement PBIS in 27 schools. [ISS]</strong></td>
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<td><strong>Implement the Family/Community Engagement Policy with an emphasis on the collaboration of all stakeholders</strong></td>
<td><strong>Create and maintain effective Student Support Teams</strong></td>
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| School climate and safety public forums held.[SFE, SCI]  
Climate survey administered, analyzed, and reported.[SFE]  
School/Community Planning Teams met to address identified concerns to be expressed through SIP. [SFE, SCI]  
SIP Guidelines revised to include concrete priorities, strategies, and actions for inclusion of families in a variety of venues including the support of positive school climates.(SFE) | Develop a case management model for chronic, severe, and escalating behaviors. [ISS]  
Provide data-based decision-making professional development for SITs and SSTs for 95 schools in various stages of school improvement. [DBDM, PD]  
Provide systemic training for AAL eSIS. [PD]  
Revise SST Process and Data Entry manuals. [ISS]  
Provide professional development to Student Support Deans and Assistant Principals in developing quality ILPs. [PD] |
| School/Community Planning Teams will meet to address identified concerns to be expressed through SIP. [SFE] | Provide training to parent groups and caregivers in BCFSS positive behavioral practices. [SFE]  
Increase family participation in the School Climate Survey. [SFE]  
Seek resources to expand the use of the community schools’ strategy to engage family members in productive roles in the schools. [SFE] |
| Provide training to parent groups and caregivers in BCFSS positive behavioral practices. [SFE]  
Increase family participation in the School Climate Survey. [SFE]  
Seek resources to expand the use of the community schools’ strategy to engage family members in productive roles in the schools. [SFE] | Increase office staff to 4 in order to provide more technical support and monitoring to schools.[ISS]  
Provide each school with a SST Resource Library. [ISS]  
Identify community prevention resources for schools and families.[ISS]  
Create an Intervention and Preventions Resource Manual for school and community use.[ISS] |
| Increase family participation in the School Climate Survey. [SFE]  
Seek resources to expand the use of the community schools’ strategy to engage family members in productive roles in the school. [SFE] | Create professional development sessions to address the use of data-driven decision-making, decreasing suspension rates, and special education referrals.[ISS, DBDM]  
Sponsor a Preventions/Interventions Conference for all schools.[ISS] |
| Effectively transition students within and between schools | Provide transitional support for students returning from long-term placement in the Department of Juvenile Services Facilities. [ISS] Develop a menu of activities for schools to use with students moving to new schools as a result of school closings and to prepare students for receiving students as a result of school closings prior to the transitions. [ISS] | Develop a school culture with rituals and routines, and begin to personalize the high school environment for students by building relationships between and among students. [ISS] Increase readiness for the reading and writing workshop and problem-based inquiry in mathematics that students will experience in high school. [ISS] Assess students in math and literacy and plan for supports needed during the school year. [ISS] Provide job-embedded professional development to teachers through one-on-one coaching, common planning time for teachers, and jointly looking at student work.[ISS] | Implement a school culture with rituals and routines, and begin to personalize the school environment for students by building relationships between and among students and adults. [ISS] |
| Utilize alternatives to suspension practices | Review and propose revisions to suspension policies and procedures and the Student Discipline Code. Initiate review with guidance from The Advancement Project. [PP] | Continue revisions to Student Discipline Code and suspension policies and procedures. Disseminate immediate changes, continue to review others. [PP] | Conduct input sessions with students, parents, and school staff for review of Suspension and Discipline policies [PP] Implement alternative classrooms in middle schools for effective remediation of |
### Utilize alternatives to suspension practices (continued)

- Review and revise the function of the Suspension Focus Group to be more intervention focused.
- Conduct Administrator input sessions for review of Suspension and Discipline policies. [PP]
- Establish guidelines for equitable application of policies and procedures, identifying areas of discretion. [PP]
- Plan and identify resources for alternative classrooms for effective in-school suspension. [ISS]
- Conduct Administrator input sessions for review of Suspension and Discipline policies. [ISS]
- Plan and identify resources for alternative classrooms for effective in-school suspension. [ISS]

### Implement effective security processes and crisis management strategies.

- Revise the Emergency Preparedness/Crisis Response Plan. [SPF]
- Participate in the development of a citywide gang reduction plan. [SPF]
- Install surveillance cameras in schools as provided through grant funds. [SPF]
- Hire additional school police officers and hall monitors. [SPF]
- Provide professional development for hall monitors and resource specialists in managing student behaviors. [SPF]
- Revise school-based crisis management plans. [SPF]
- Link with city and community agencies in implementing the City’s Gang Reduction Plan. [SPF]
---SHARED DUTIES AND RESPONSIBILITIES---

<table>
<thead>
<tr>
<th>Duties and Responsibilities</th>
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</thead>
<tbody>
<tr>
<td><strong>Chief Executive Officer and Board of School Commissioners</strong></td>
</tr>
<tr>
<td>o Ensures that all BCPSS staff and community collaborators are working to support the system’s Plan to create safe and supportive learning environments and that they have access to the necessary data and resources to improve school climate, safety, connectedness, and academic achievement.</td>
</tr>
<tr>
<td>o Issues relevant policies and procedures to support the system’s plans to create safe and supportive learning environments and monitors the implementation, adherence, and outcomes of these policies and procedures.</td>
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<tr>
<td>o Encourages an atmosphere that supports stakeholders in suggesting improvements to system policies and procedures.</td>
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<tr>
<td>o Recognizes schools, staff, and community collaborators exemplary in their use of BCPSS positive behavior practices.</td>
</tr>
<tr>
<td><strong>Central Office Staff</strong></td>
</tr>
<tr>
<td>o Establishes procedures for regular engagement of central office and area staff to meet with staff, youth, family members, and community residents supporting BCPSS efforts to create safe and supportive learning environments.</td>
</tr>
<tr>
<td>o Monitors data related to implementation of, adherence to, and outcomes of policies and practices established by the Board and CEO.</td>
</tr>
<tr>
<td>o Ensures that professional development and family, community, and student supports are adequate for achieving the outcomes established in the Plan for creating safe and supportive learning environments, and adjusts practices and procedures, when necessary.</td>
</tr>
<tr>
<td>o Establishes and participates in regular activities monitoring efforts to achieve and sustain safe and supportive learning environments.</td>
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<tr>
<td>o Ensures that the staff has adequate professional development for successfully engaging students, family members, and community partners and actively involving them in efforts to establish safe and supportive learning environments.</td>
</tr>
<tr>
<td>o Recognizes schools and staff exemplary in their use of BCPSS positive behavior practices.</td>
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<tr>
<td><strong>Area Office Staff</strong></td>
</tr>
<tr>
<td>o Ensures that school staff, family members, youth, and community collaborators working with or in schools have knowledge of and capacity to implement the BCPSS Plan to create safe and supportive learning environments and monitor the implementation, adherence, and outcomes in the schools for which they have responsibility.</td>
</tr>
<tr>
<td>o Supports development of School Improvement Plans that reflect increased partnership with families and result in improvements in school safety, climate, and academic performance.</td>
</tr>
<tr>
<td>o Ensures that all schools have an effective SST process.</td>
</tr>
<tr>
<td>o Secures or supports additional professional development, where necessary, and advocates for additional resources, when necessary.</td>
</tr>
<tr>
<td>o Recognizes schools and staff exemplary in their use of BCPSS positive behavior practice.</td>
</tr>
</tbody>
</table>
# Duties and Responsibilities

| **School Administrator** | Leads school efforts to establish safe and supportive learning environments by ensuring that all aspects of the BCPSS Plan are effectively implemented at the school level, including the active engagement of family members, youth, and community partners.  
| Reviews data provided systematically to support decision-making and, based on the data reviewed, provides or secures necessary professional development, supports, or resources.  
| Ensures that school staff is adept at family, community, and youth engagement and effective programs related to positive youth development in addition to academic competencies.  
| Informs area office and/or central office staff whenever a policy or procedure should be revised or reexamined for improvement.  
| Ensures that staff has all relevant information concerning safety procedures.  
| Recognizes school staff, students, family members, and community collaborators for exemplary efforts to establish and sustain safe and supportive learning environments. |

| **School Instructional and Support Staff** | Creates learning environments that are engaging and fair, and actively works to increase skills and capacities to create safe and supportive learning environments.  
| Maintains open lines of communication with students, parents/guardians, and families concerning school safety and efforts to create safe and supportive learning environments.  
| Attends professional development activities and delivers the curricula and programs with fidelity using the strategies and materials recommended by the developers.  
| Sponsors and mentors youth development and leadership programs and opportunities.  
| Engages actively in SSTs, SITs, and other school efforts to establish safe and supportive learning environments.  
| Participates actively in creating, communicating, and enforcing behavioral expectations and the implementation of other classroom or school wide interventions, including the application of a consistent system of rewards and consequences.  
| Makes disciplinary referrals to the office as warranted and actively participates in providing interventions for students.  
| Models appropriate behaviors at all times.  
| Becomes familiar with all relevant safety procedures.  
| Identifies and communicates to the principal exemplary activities of students, family members, and community partners. |

| **Student** | Takes advantage of opportunities to review and provide input on school-level data.  
| Gives parents/guardians and families all information provided for them by the school, securing parent/guardian signatures as needed.  
| Shares concerns regarding school climate with adults in the school building and with parents/guardians.  
| Prepares for learning, focuses during instruction, and actively participates.  
| Complies with and participates in youth development and leadership initiatives and suggests opportunities for improving these activities.  
| Participates in creating and adhering to behavioral expectations. |
## Duties and Responsibilities

<table>
<thead>
<tr>
<th><strong>Parent/Family</strong></th>
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<tbody>
<tr>
<td>o Participates in SIT teams and other school and school-system groups using data to implement and sustain safe and supportive learning environments.</td>
</tr>
<tr>
<td>o Communicates with child/children regularly about behavioral expectations and encourages child(ren) to support a safe environment, reinforcing positive student behaviors.</td>
</tr>
<tr>
<td>o Listens for concerns of student(s) about school climate and safety and communicates these to school staff in a timely manner.</td>
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<tr>
<td>o Participates in family engagement activities and suggests how these can be improved.</td>
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<tr>
<td>o Participates in the school climate survey and suggests ways in which outcomes in schools could be improved.</td>
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<tr>
<td>o Monitors attainment of quarterly and yearly progress.</td>
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<tr>
<td>o Supports youth development and leadership philosophy, programs, and activities with family and community members.</td>
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<td>o Understands behavioral expectations and consequences for inappropriate behaviors.</td>
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<tr>
<td>o Communicates concerns and suggestions to teachers, administrators, or SSTs.</td>
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<tr>
<td>o Lobbies actively for the system to have the necessary resources.</td>
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<tr>
<th><strong>Community Partner</strong></th>
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<tbody>
<tr>
<td>o Supports school climate and safety efforts, policies, and procedures with time, talent, and resources and provides schools and the district with access to community-level data within limits of confidentiality.</td>
</tr>
<tr>
<td>o Lobbies actively for the system to have the necessary resources.</td>
</tr>
<tr>
<td>o Provides funding/resources and/or in-kind services to schools as available for system activities.</td>
</tr>
<tr>
<td>o Works with schools to adopt consistent policies in community-based programs, where appropriate.</td>
</tr>
</tbody>
</table>
---RECOMMENDATIONS FOR CONTINUED PLANNING---

**School/Family Engagement**

February – June 2007

- Improve communication with family members including establishing communication protocols in multiple formats to ensure that all school community members receive timely information from the central administration and community schools.
- Design a structure to clearly outline individual roles and responsibilities for ensuring the safety of the entire school community.
- Ask families to support specific expectations for positive behavior, recognizing the consistent teaching partnership between school staff and families.
- Improve partnership skills for administrators and staff through professional development opportunities.
- Educate and inform, in a timely manner, families and school community members regarding data and information related to school safety issues as indicated by the Baltimore City Public School System Climate Survey.
- Provide parents/families the opportunity to be involved in the process of providing a safe school environment for their children.
- Create opportunities for parents to learn the Code of Conduct in personal interactions, as well as regular opportunities to express their concerns and ideas about the safety of their children.
- Work with school staff to ensure a welcoming and inviting atmosphere that values parent/family involvement.
- Reflect the connections between the Family-Community Engagement Policy and a supportive and safe school climate in School Improvement Plans.
- Review the process for communicating information with a focus on the forum in which it is delivered, the sharing of positive versus negative, the accuracy of information, and the formatting of information that is understandable by parents and community members.

Summer 2007

- Provide opportunities for families and communities to develop and implement activities, which support and improve school safety and climate. Parent leadership development programs should be provided in individual schools and through citywide partnerships.
- Ensure the inclusion of culturally diverse and disabled parent/family populations in the efforts to support and improve school safety and climate.
- Collaborate with family advocate to develop procedures to increase family participation in the school climate survey and the use of the school climate survey. Expand training of family members in the use of the school climate data for identifying strengths and weaknesses in schools and the planning for improvement. Encourage groups such as PCAB, PTA, and BEN to expand training of family members in the use of data for school planning and decision-making.
- Meet with representatives from the Parent and Community Advisory Community, the Baltimore PTAs, and other parent advocacy groups such as the Baltimore Education Network and develop a proposal for effective parental engagement that will ensure that all schools have active parental involvement in SITs or have active organized family groups during the 2007-08 academic school year.

*Revised May 31, 2007*
Meet with representatives from the Parent and Community Advisory Committee, the Baltimore PTAs, and other parent advocacy groups, such as the Baltimore Education Network to establish an annual retreat to review parental involvement in BCPSS planning and monitoring activities.

School Year 2007-2008

- Seek resources to expand the use of the community schools strategy to engage family members in productive roles within the school, while also addressing their social and health concerns.
- Increase availability of educational opportunities in four community engagement practices. Seek community-based experts to offer professional services and develop opportunities for administrators and support staff.
- Meet with representatives from the Parent and Community Advisory Committee, the Baltimore PTAs, and other parent advocacy groups such as the Baltimore Education Network to establish an annual retreat to review parental involvement in BCPSS planning and monitoring activities.

**Curriculum and Instruction**

February – June 2007

- Select curricula/programs to address the system’s demographics and needs and plan professional development for staff and supervisors that includes knowledge acquisition, practice, coaching, and mentoring.

Summer 2007

- Provide professional development in the use of selected curricula/programs to insure fidelity with implementation that aligns with the anticipated outcomes.

2007-2008 School Year

- Provide funding that will allow for the purchase of materials, human, and other resources beyond the initial needs.
- Assure that all buildings have the technology necessary to access the online drug abuse and violence prevention curricula.
- Provide professional development so that staff is skilled in accessing and teaching the curricula.
- Develop a strategy for annual monitoring and accountability of the prevention education curricula.
- Bring before the Health Education Advisory Board for review curricula, not referenced in this document, before they are placed and/or used in any school or to the system’s Department of Research, Evaluation, Assessments, and Accountability, if research is being conducted.
- Actively and intentionally use the parent component of the program if one is available.
- Ensure implementation of curricula that is interactive and developmentally appropriate.
- Explore additional options for improving character development and social-emotional learning.
Creating and Sustaining Environments to Support Teaching and Learning

Youth Development and Leadership

February – June 2007

- Assess the availability of youth development and leadership opportunities on a school-by-school basis.
- Identify opportunities such as student responses to the Climate Survey, student participation on SITs, and student governments as structures that inform BCPSS of student needs.
- Arrange meetings to identify which of the student engagement and student empowerment strategies are most effective to ensure that all students, including those at risk or exhibiting problem behaviors, have access to student empowerment activities and to ensure that resources are effectively targeted.
- Develop an inventory of community-based youth development activities for schools to utilize, including those operating in out-of-school time and those available during the school day.

2007-2008 School Year

- Expand partnerships between schools and community agencies and organizations with a view of developing additional resources to serve students.
- Implement the Safe School Ambassadors Program in four schools.
- Design a Youth Development Unit to coordinate opportunities for positive youth engagement already within the BCPSS and increase these opportunities using youth development core competencies as a lens for shaping youth practices.
- Seek funding for expanded youth development and leadership activities for the 2008-2009 school year.
- Develop resources for expanded BCPSS and partner-provided youth development and leadership opportunities.
- Provide professional development for BCPSS staff in quality youth development practices.
- Hold quarterly focus group meetings with youth.
- Expand peer leadership programs in all schools to help motivate students to exhibit positive behavior in all settings.
- Sponsor a focus group with several representative groups of high school and middle school students and include those students who are exhibiting negative behavior patterns.
- Increase exposure of students to people in leadership positions on city, state, and national levels.
- Increase parent and community involvement in student leadership activities.

Intervention Services and Supports

February – June 2007

- Create and communicate a single entry point for prevention and intervention programs into the school system.
- Create or identify a committee with representatives from related services, curriculum and instruction, student support services, and professional development charged with mapping out and coordinating the implementation of the recommendation.
Creating and Sustaining Environments to Support Teaching and Learning

- Create standards and guidelines regulating, monitoring, and evaluating the programs permitted in schools.
- Meet with current and potential contractors and inform them of current priorities and needs.
- Review the evaluation of extended mental health services being conducted for the Baltimore City Health Department and other data on services and suggest improvements.

Summer 2007

- Develop a common set of principles and a tool set of best practices involving the provision of supports to students.
- Engage the Public Relations Office in order to inform parents, families, and communities about the behavior management processes and the resources available in schools (i.e., post on the BCPSS Website, individual school websites, posters, etc.).
- Ensure the continuum of services is accessible, available, and implemented in all schools based on assessed needs.
- Ensure that all BCPSS staff is aware of available interventions and how to access them.
- Engage in effective planning prior to the beginning of each school year.

2007-2008 School Year

- Provide collaborative professional development involving educators and mental health professionals in planning, development, and implementation of a continuum of intervention programs and services necessary to promote and maintain a positive and safe school climate.
- Provide ongoing professional development time for teachers in the application of universal interventions, behavior management strategies and involve them in the early identification of students needing more services.
- Ensure SIT team members receive appropriate training, mentorship, and the resources to apply the best practices in all school improvement efforts.
- Ensure that each school has identified a central entry point for all student referrals for services at the school, with a special process in place for urgent needs and a crisis response mechanism in place.
- Include information about interventions in orientation for new principals and other new personnel.
- Create a directory of “successful” programs, models, and partnerships operating in the BCPSS.
- Implement an integrated model of service delivery.

Policies and Procedures

February – June 2007

- Convene a Discipline and Suspension Policies Workgroup, including suspension services staff, representative school administrators, individuals from the interventions and services work group, students and parents, and experts from inside and outside the school system to review and make recommendations for policies regarding the practice of discipline, suspension and expulsion, and the support services that will be available during a period of suspension.
- Review and revise the Student Discipline Code and Suspension Policy.
Summer 2007
- Align the Student Drug Policy with the updated Student Discipline Code and Suspension Policies.
- Review and revise the Exclusionary Dress Code Policy.
- Review and revise the Possession of Portable Pagers Policy and practices, especially in light of contemporary uses and parent/guardian concerns.
- Develop school system capacity and procedures to review and approve community-based intervention services to ensure quality without creating undue barriers for prospective partners.

2007-2008 School Year
- Disseminate the revised Student Discipline Code and Suspension Policies and other related policies and procedures.
- Establish a point-of-contact for recommendations from administrators, staff, families, and students for improvements to policies and procedures.
- Consider mandatory uniforms across the entire school system, with grade-level color-coding but no school identification (and give principals a small budget to help parents who do not have the money to buy uniforms). Do not send students home for uniform violations.
- Make the application of behavior rules equitable across the system.
- Consider limiting use of school disciplinary action for neighborhood-based offenses ONLY within 1-2 hours of school hours.
- Consider fines for unexcused school absences (compare to Pennsylvania).
- Include more fun activities for students, staff, and families to improve school climate.
- Add character development, conflict resolution, and violence prevention in SPAR periods, using arts and music to deliver this content as well.
- Consider alternative schools for repeat offenders.
- Develop alternative classrooms with intensive services: counseling, remedial instruction, character development activities, and reintegration to regular classrooms.
- Consider better training for substitute teachers.

School Police Force

February – June 2007
- Explore the use of metal detectors in schools and at special events held on school property.
- Explore the use of virtual reality and interactive training options.
- Identify how sensitivity training of police staff and training in preventive and early interventions will be conducted, including coaching and mentoring.
- Collaborate in citywide activities aimed at reducing youth violence and gang violence.
- Create a “Hotline” to monitor, control, and dispel rumors with the goal of decreasing incidents of aggressive behavior.

Summer 2007
- Work with communities to prepare for the transition to new schools for the 2007-2008 school year as a result of the COMAR process.
- Continue to adjust deployment plans to maximize resources.
- Increase evening and night-shift operations to prevent and deter property crime.
o Evaluate the effectiveness of prevention and intervention programs supported by the Baltimore School Police Force.

2007-2008 School Year
o Explore the use of more fluid school staffing to respond to priority issues more rapidly.
o Expand the acquisition of grants opportunities to fund innovative programs and strategies.
o Develop a mobile gang response unit to identify and intervene into gang problems before they become too large to manage.
o Provide sensitivity training to police officers and hall monitors.

Professional Development

February-June 2007
o Identify professional development needs, as part of the assessment for the development of the climate section of the School Improvement Plan (school-based Plan for Creating and Sustaining Environments to Support Teaching and Learning.)
o Obtain suggestions for professional development from the Parent and Community Advisory Committee and youth.
o Explore Internet and distance learning strategies that can be more effectively used to provide professional development and support school efforts in establishing safe and supportive learning environments.

Summer 2007
o Provide professional development to 13 additional BCPSS schools that will participate in the Positive Behavioral Interventions and Supports (PBIS) program.
o Provide professional development for 26 schools currently participating in PBIS.
o Provide professional development to 15 schools (teachers of grades K-5) on PATHS to PAX, an integration of the Good Behavior Game and Positive Alternative Thinking Strategies (PATHS). Schools currently participating will take part in the returning school professional development activities.
o Review and revise curricula and procedures for the New Teacher and New Principal Academies prior to the start of the 2007-2008 academic year to ensure that new principals and teachers are informed of the policies and procedures of the Plan for Creating and Sustaining Environments to Support Teaching and Learning. New student support personnel will receive an orientation and training related to Student Support Teams, School Improvement Teams, and other activities related to creating safe and supportive learning environments in conjunction with the New Teacher Academy.
o Meet with representatives from local universities providing professional development to inform them of changes in procedures and new programs being implemented at the BCPSS and, ensure that all contracted professional development, including the New Principal Academies, the New Teacher Academies, and coursework paid for by the BCPSS related to principals, student support personnel, school police and other school police personnel are research-based and focus on the programs and strategies being used by BCPSS.
o Review existing programs for positive behavioral supports and classroom management strategies and ensure that all are effective and provide professional development for the maximum number of school staff given current funding.
O Organize and co-host along with the Baltimore City Health Department a meeting with individuals, agencies, and organizations providing professional development and pre-professional training to staff, families, and students enrolled in Baltimore City schools and agencies with staff working directly with the schools or supporting the BCPSS efforts to create safe and supportive learning environments. The purpose of this meeting will be to increase alignment of all training efforts, integrate training programs related to the creation of safe and supportive learning environments, and create an annual training calendar. This group will continue to meet at least twice a year to update the professional development agenda and calendar.

2007-2008 School Year

O Provide a day long system-wide session on safe and supportive learning to emphasize the importance of these issues, increase the buy-in for school staff and other stakeholders, and collect additional information on the needs of different stakeholders and the effectiveness of existing professional development activities.

O Utilize professional development days and system-wide meetings with principals, student support staff, and collaborating agencies to highlight the priority of safe and supportive learning environments and the specific activities in this Plan. Professional development focusing on creating safe and supportive learning environments must be integrated into the BCPSS schedule for professional development days and not be considered only as activities that take place outside the professional development calendar.

O Conduct a biannual meeting to create the professional development schedule and ensure that professional development is consistent with the BCPSS Plan for safe and supportive learning environments.

O Meet regularly to review professional development activities, their outcomes, and oversee the expansion of professional development activities related to new efforts to promote and sustain safe and supportive learning environments.

O Recommend to the CEO and CAO a professional development plan for 2008-2009 related to creating and sustaining safe and supportive learning environments.

Community Involvement

February-June, 2007

O Convene hearings to determine ways that community members and service providers can support BCPSS efforts.

O Further strengthen relationships with community partners to provide interventions and services to the school as a whole and to individual students and families as needed.

O Provide opportunities for community members to review and become familiar with school safety policies.

Summer 2007

O Meet with representatives from community schools and others working in the BCPSS to determine how barriers to community collaborations can be eliminated or reduced.

O Continue to conduct work group meetings to assist in implementing recommendations of the Community Involvement Workgroup.

Revised May 31, 2007
Creating and Sustaining Environments to Support Teaching and Learning

- Review the BCPSS Volunteer Policy. Identify ways to make the process more accessible to potential volunteers. Revise if necessary. Broadly disseminate the policy.
- Include workshops on community engagement strategies in summer institutes and academies.
- Conduct a review of community-based programs that are effective in reducing incidents of negative behavior which involve students in constructive supportive activities.

2007-2008 School Year
- Provide principals and School Improvement Teams with guidelines for increasing support from community collaborators and for monitoring outcomes achieved.
- Identify community collaborators positively supporting BCPSS efforts to create and sustain environments to support teaching and learning and determine how these efforts can be more widely disseminated.
- Support efforts of schools to more effectively engage community collaborators.
- Combine the work of Community Involvement recommendations with those of School/Family Engagement.
- Print resource list compiled by current community schools initiative participants and make available to schools.
- Research possible funding sources to make community resource staff/site coordinators available for all schools.
- Work in partnership with existing mental health programs to assess the need for informing the African-American population of the need for accessing mental health resources.
- Work with existing community resources and school-based personnel to identify and connect students and families to needed community resources.
- Consistently recruit and train more community-based volunteers to serve as mentors and hall monitors at schools.
- Connect schools to existing community-based mentoring programs.

**Data-based Decision-making**

February-June 2007
- Provide basic professional development in strategic planning methodology to all school administrators and as many SIT members as possible to include the utilization of existing data to illustrate the strategic planning process; enhance the planning efforts of administrators and SITs in other areas related to the improvement of school climate.
- Conduct focus groups composed of school administrators, SIT members, parents, and students to identify other types of information pertaining to school safety that administrators and SIT members deemed important to planning for school safety, as well as any revisions to current survey items that may make them more meaningful to the school safety planning process.
- Review the current format of the reports and the process by which suspension information is disseminated to school administrators to ensure that it is useful for planning purposes. Aggregation of individual student data to aid in problem identification (and its scope) should be a priority in report design.
- Establish greater accountability for data usage. District-level staff should model data-based decision-making as the norm at all levels.
Summer 2007

- Integrate school climate data with other indicators of student performance and safety, such as attendance, suspensions, and achievement. Examining the climate data in conjunction with other indicators of student safety will provide a more holistic view of the issues, challenges, and potential strategies to address them.
- Design and implement professional development for school administrators to aid them in using suspension data on more than the individual student level. Perhaps a computer-based training module on data-based decision-making could be designed for this purpose, to alleviate the necessity of convening difficult-to-schedule training sessions.
- Design and disseminate a report containing aggregate school climate, suspension, attendance, and achievement data at the school level for school administrators to help pinpoint problem areas related to school safety and to construct a plan for corrective actions.

2007-2008 School Year

- Provide professional development on both the technical aspects of the system, as well as strategies for using the information for data-based decision-making.
- Include in the new Data Management System a full range of school safety indicators, such as office discipline data (from SWIS or a comparable system to be developed), school climate data (from the BCPSS data set), and offense data (from the BCPSS school police). Housing all of these currently discrete data sets under the larger umbrella system will increase access to various indicators and will facilitate cross-variable review of information (contrasting school climate data with suspensions and achievement). It will be important, however, to consider issues related to confidentiality and concerns regarding underreporting of office discipline and suspension data.
- Create a BCPSS office discipline module to manage and summarize office discipline referral data district-wide. Such a module would need to include data fields and graphic capabilities. The system should include user-friendly technology and be integrated into the current data systems, thereby reducing the double data entry process and allowing for efficient analysis of multiple indicators of student discipline and performance.
- Ensure both the timelines and accuracy of all types of data. Additional research should be conducted (perhaps using time-sampling methods) to explore discrepancies in the reporting of school safety data (e.g., suspensions, office discipline, in-school suspensions). The development of an automated report generating system into the new Data Management System would facilitate the creation of reports and data summaries. It is critical that the Data Management System has the capacity to efficiently create graphic displays of information, thereby facilitating comprehension, dissemination, and application of the findings.
SCHOOL-FAMILY ENGAGEMENT

Introduction
The Baltimore City Public School System (BCPSS) believes that the proactive engagement of families as meaningful partners is critical to academic achievement for students. Experience and national data show that in order for student achievement to accelerate beyond incremental improvement, urban school districts must engage stakeholders in support of school programs and school communities. Teachers, school administrators and members of the general school community are becoming increasingly concerned about school safety and the potential for violence that exists.

Parent involvement may be defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, per The United States Department of Education (USDE) Parental Involvement: Title I, Part A: Non-Regulatory Guidance, April 24, 2004.

Engaging families and community members in support of these efforts is, therefore critical, to the support and improvement of the safety and climate of schools. Meaningful dialogue and effective communication must be integral parts of schools’ engagement with families. Research and evaluation studies indicate that a safe, civil, and orderly school environment contributes to the academic achievement of its students, and that pro-active support by families for the creation and maintenance of this environment is critical to the school’s success.

APPLICABILITY FOR THE BCPSS

The BCPSS Family and Community Engagement (FCE) policy has established a framework of both system wide and school-based practices that promote family engagement. As a result of the city–state partnership, legislation to increase parental participation became a major focus for the BCPSS. The establishment of The Office of Parent Involvement and School, Family, Community Connections provides resources and technical assistance to schools for the development and implementation of school-based family engagement programs. One of the models used by this office for program development is the Framework (Keys) of Parental Involvement developed by Joyce Epstein. The six elements include:

Communication: Communication strategies should include educating and informing families regarding data related to school and community safety issues. Effective communication between home and school can be supported by school newsletters, school surveys, conducting school forums, and engaging families via technology. All communication should be sensitive to differences in income, ethnic background or language.

Parenting Across the Grades: Through educational opportunities, such as parenting support workshops, family and community members can participate in activities that support and...
improve school behavior and safety thus contributing to and improving school climate. Education that helps parents to align behavior expectations with those of the school help support consistency between home and school and ensures that students arrive each day ready to learn. Like staff, parents need information about appropriate child and youth development and behaviors considered appropriate at different ages. Parents armed with information are better equipped to provide the behavior reinforcements and limits that align with school expectations.

**Volunteering:** The recruitment of parent and family volunteers to support students and school programs with time, talent, and resources will contribute to safer and more productive learning environments. When students see adults in the school, especially their own family members, playing productive roles in furthering the learning process, they understand the value placed on education by the supportive adults in their lives. These volunteer experiences can have the effect of changing parental attitudes towards school, especially where these adults may have had negative experiences themselves. Their positive presence in the school also provides more watchful adult “eyes and ears” to the hallways and classrooms, supporting safety and preventing behavior disruptions.

**At-Home Learning:** Learning at home involves the dissemination of information to families about school safety policies and procedures. This technique reinforces what families can do to promote appropriate in-school behavior according to BCPSS policies and procedures. Clarity about how to raise concerns and offer suggestions should be included in this information. In addition, good learning practices (including homework routines and assignment management, appropriate uses of media, and healthy eating and sleeping habits) can be encouraged with parent discussion groups and written tips from school administrators and teachers.

**Decision-making and Advocacy:** Strategies have been provided to support the encouragement of family participation as full partners in their child’s education and in the decision-making process, through membership on school committees and governing bodies, in teacher meetings, etc., as appropriate. Opportunities for such participation include:

- The Family Engagement Policy mandates that every school has an organized parent group, such as a Parent Teacher Association (PTA) which meets at least four times per year; provides notice of all meetings to all parents/families; consists of at least 10 active members inclusive of the elected officers and also includes one representative of the special education population and one representative of the largest Limited English Proficient (LEP) population in schools where LEP populations exist; and increases in membership each subsequent year.
- The BCPSS requires that each Baltimore City public school have an active School Improvement Team (SIT) which includes, in addition to teachers and administrators, two parent representatives, one of whom is a representative of the recognized parent group, and two community members, one of whom may be a business partner; all of whom will collaborate with the recognized organized parent group. Every parent and community SIT member is to be a part of the SIT decision-making process. Schools that have not met this requirement should address it as an immediate action step in the development of their school-based plans.
The establishment of organized parent groups and parental representation on SITs provides an opportunity for information to be disseminated to school community members while allowing parents to have a voice in the decision-making process.

The Parent and Community Advisory Board (PCAB) provides opportunities for and promotes involvement in the development and implementation of educational policies and procedures within the Baltimore City Public School System. The appointed members of the PCAB represent parent, community, and advocacy groups. The public forums held throughout the school year on a variety of topics provide stakeholders with increased dialogue and input opportunities on BCPSS programs and initiatives.

The climate survey, administered annually by the Division of Research, Evaluation, Assessment and Accountability (DREAA) in partnership with Johns Hopkins University, also provides parents, students, and staff the opportunity to have their perceptions of school safety and climate measured by the school system. The survey also provides the school system with a tool to evaluate school climates.

Collaborating with the Community Family members often experience social, emotional, physical and financial barriers to meaningful engagement with the school. Schools should establish strong relationships with community-based partners to assist families before these challenges interfere with their children’s education. Well-coordinated referrals and two-way communication with parents can result in parents becoming active in creating and maintaining a safe and supportive school environment. Schools can reach parents “where they are” by establishing relationships with community-based organizations in which families participate such as faith institutions, neighborhood organizations, and community centers. Gaining the cooperation of these institutions in getting information out to parents is a key strategy.
Introduction

All students are to be educated in learning environments that are safe and nurturing. Staff, students, parents, and the community all have important roles in creating a safe and supportive setting in which teaching and learning will be maximized.

At every grade level, students should be taught through research- and evidence-based curricula that equip the learner with the skills and knowledge needed to recognize, assess, and respond appropriately to divergent and sometimes challenging interpersonal and intrapersonal engagements. The curricula should address a number of issues including, but not limited to drug abuse and violence prevention, social-emotional learning, anger management, conflict resolution, and others. These affective and social competencies should generate a climate more suitable to positive interactions between students and between students and staff.

I. Related Code of Maryland Regulations

Title 13A STATE BOARD OF EDUCATION
   A. Subtitle 04 SPECIFIC SUBJECTS
      1. Chapter 18 Program in Comprehensive Health Education
         a) Authority: Education Article, §§2-205(h),7-204, 7-407—7-409, and 7-411, Annotated Code of Maryland

   13A.04.18.01

   2. .01 Requirements for Comprehensive Health Education Instructional Programs for Grades K-----12.

The following comprehensive health education instructional programs shall be required in public schools for grades K-----12:

A. Grades K-----8: Each local school system shall provide an instructional program in comprehensive health education each year for all students in grades K-----8;
B. Grades 9-----12: Each local school system shall offer a comprehensive health education program in grades 9-----12 that shall enable students to meet graduation requirements and to select health education electives

13A.04.18.02

   3. .02 Maryland Comprehensive Health Education Program.

The comprehensive health education curriculum shall provide for the diversity of student needs, abilities, and interests at the early, middle, and high school learning years, and shall include all of the following goals and subgoals:
A. To gain knowledge and skills that lead to an understanding about self and one's relationships with others, which includes to:
   (1) Express emotions comfortably and appropriately,
(2) Develop and use appropriate coping behaviors to deal with the demands of daily living,
(3) Develop and use decision-making skills,
(4) Develop knowledge and skills that lead to individuality and uniqueness, and
(5) Develop and maintain interpersonal relationships;
B. To acquire and apply knowledge of tobacco, alcohol, and other drugs and the consequences of their non-use, use, and abuse, which includes to:
   (1) Identify and describe the effects and interactions of tobacco, alcohol, and other drugs on the body systems,
   (2) Identify and examine physical, psychological, social, and legal consequences of the use of tobacco, alcohol, and other drugs,
   (3) Examine the stages of chemical dependence,
   (4) Develop and apply skills to resist pressures to use tobacco, alcohol, and other drugs, and
   (5) Develop a knowledge of and evaluate prevention, intervention, and treatment services and resources;

**APPLICABILITY TO THE BCPSS**

There should be an alignment of the requisite time and resources necessary to accomplish school, system, and state policies. Curricula identified for use should support increased academic achievement and appropriateness in decision-making thereby creating a safer learning environment in which annual yearly progress will not be impacted by nonacademic, unproductive distractions and concerns related to safety. Staff should be well versed in the effective delivery of instruction as well as model the tenets taught. Curricula both universally implemented and for targeted interventions, should be developmentally appropriate and culturally relevant with strategies to meet the diverse learning modalities and the outcome intent of producing well-rounded and high achieving students.

The programs currently recommended and supported include:

- **Elementary Grades:** Here’s Looking at You, Get Real about Violence; PATHS (Promoting Alternative Thinking Strategies); Second Step; The Good Behavior Game (GBG); PATHS to PAX (an integration of PATHS and GBG)
- **Middle Grades:** LifeSkills Training; Get Real about Violence; Second Step
- **High School:** Get Real about Violence

Access to Discovery Health Connections has recently been purchased for all schools. Using the online Discovery Education program as the primary resource will better enable BCPSS to access and exceed the requisite information sought through the Health Education segment of the Voluntary State Curriculum.
## Introduction

The majority of students come to school with the basic requirements of maturity, temperament, and predisposition to learn and achieve in school. However, there is a significant percentage of the student body that evidence mild to severe academic and behavioral difficulties that form a barrier to learning. The evidence of this lies in the Baltimore City School System’s statistics on student suspensions and expulsions, and the classification of nine schools as watch list schools, one school as probationary, and five schools as persistently dangerous. There is a significant concern about the high school dropout rate and the number of schools that are not meeting Adequate Yearly Progress (AYP).

Prevention and intervention services are support systems designed to help schools develop or become and maintain an optimum host environment for the purpose of learning and development, while ensuring students receive generalized and individualized supports. Such social and emotional supports are associated with and essential for academic achievement.

### Guiding Regulation

Code of Maryland Regulation 13a.05.01 specifically states that “each local school system shall provide a coordinated program of pupil services for all students, which shall include but not be limited to guidance, pupil personnel, school psychology and health services.”

The Baltimore City School System utilizes the Integrated Student Support Services Model as the vehicle for providing students and staff the support they need to optimize learning and subsequent academic achievement. The model applies the three-tiered public health framework of prevention and interventions to address students’ academic and behavioral concerns.
Tier I: Approximately 80 percent of the student population comprises Tier I although this may vary by school, school district, urban/rural setting, etc. These students come to school ready to learn, most with no office discipline referrals. If they are referred, the referrals are few and they are for minor incidents. Students in this group do not show any prominent academic and/or behavioral difficulties and manage to thrive with the existence of a basic positive, school-wide, preventive, structured, orderly, and safe environment. The features that optimize this environment for this group of students are generally called Primary Prevention or Universal Intervention strategies. This level of intervention is basic and advantageous to the entire population because it injects structure to the school context.

Examples of universal interventions include:
- Teaching the BCPSS Code of Conduct Lessons and other examples of explicit teaching of behavioral expectations and consequences for inappropriate behaviors
- Positive Behavioral Interventions and Supports (PBIS) or other school-wide behavioral management initiatives
- Evidence-based prevention programs such as the LifeSkills Training Program, Here’s Looking at You, Second Step, Promoting Alternative Thinking Strategies (PATHS), and Get Real About Violence (GBG), Good Behavior Game and PATHS to PAX (Integration of GBG and PATHS)
- Peer/Youth leadership and development programs
- A rigorous academic program with supports for students who require additional attention
- The Positive Personal Relationships (PPR) Program

Tier II: Approximately 15 percent of the student population comprises Tier II (this percentage may vary depending on various factors). Students in this tier have significant risk factors for difficulties or evidence some minor to moderate academic and/or behavioral difficulties already. These students would have several office discipline referrals or office referrals for more serious incidents.

Tier III: Approximately 5 percent of the student population comprises Tier III. These students have problem behaviors that can create dangerous conditions, are highly disruptive, and may result in social or educational exclusion. These students would have several office discipline referrals, suspensions, and far more serious or repetitive incidents.

APPLICABILITY FOR BCPSS

Procedural/Structural Overview
The Baltimore City Public School System has a three-tiered hierarchical organizational structure that directly addresses issues of school climate and student support, using an integrated student support perspective.

School Improvement Team (SIT): This is the first and most fundamental team charged with leading the school in assessing the areas of the school climate that need improvement. The SIT uses all available data to identify available resources and strategies necessary to effect improvement of the school climate and institutionalize the day-to-day practices to be used by
school staff and other community stakeholders. The identified day-to-day school practices are school-wide and designed to create, correct, and maintain a safe and supportive climate for the school community. The SIT team mainly attends to Tier I universal strategies.

**Student Support Team (SST):** The Student Support Team is the vehicle through which integrated student support services are provided at the school level. The composition of the SST will vary depending on need, but includes the following core members:
- Principal or a designee
- Referring teacher
- Health services provider
- Psychologist, social worker, hearing/speech clinician (as needed)
- School counselor
- An external agency representative

Every public school in the State of Maryland is mandated to have a coordinated program of pupil services for all students. The BCPSS has determined that the integrated student support services model will be implemented through the framework of the SSTs. The purpose of the SST is to provide “a continuum of intense support services to meet the Tier II and Tier III student needs and bridging them to the Tier I supports provided by the SIT.

**Child Study Team:** This specialized team reviews a child’s needs and plans for the required interventions and supports when there is a suspicion or identification of a disability that requires special education intervention.

**Integrated Student Support**
Services are provided through the integration of all available resources as needed including school administrators, Student Support Deans, substance abuse counselors, family and community members, school nurses, school social workers, school counselors, school psychologists, and mental health counselors and clinicians.

**A Continuum of Services for Tier I through Tier III Students**

![Diagram of a Continuum of Services for Tier I through Tier III Students]

**Note:**
Universal strategies pertain to all students.
Early Identification and Intervention Program (EIIP)
The BCPSS Early Identification and Intervention Program is currently under revision. An EIIP Advisory Committee was convened in January 2007 to examine the current process and make recommendations to refine the process. The new EIIP Manual will be created to provide an update of the processes and procedures used in Baltimore City to meet the MSDE requirements. The 2007 BCPSS Early Identification and Intervention Program will include complete screening instruments for all pre-kindergarten and kindergarten students and for all new entrants in grades one through three.

When To Use Tier II Interventions:
Selective/Targeted interventions are prevention and early interventions used with students who require more than universal strategies but less intensive individualized interventions. The purpose of these interventions is to support students who are beginning to exhibit signs of more serious difficulties. Such interventions can be offered in small group settings for students with similar difficulties or to individual students. These interventions can include but are not limited to:
- Positive Behavioral Interventions and Supports
- Baltimore Student Assistance Program for substance abuse referrals
- Skillstreaming groups
- Anger management groups
- Expanded School Mental Health Services
- Conflict resolution
- Peer mediation
- Community Conferencing

When To Use Tier III Interventions:
Intensive individualized interventions are mainly implemented when problem behaviors are dangerous, highly disruptive, and may result in social or educational exclusion. The process of developing this individualized intervention is standardized and includes a functional behavioral assessment of the situation followed by the development of the intervention plan. These interventions can include but are not limited to:
- Multidimensional Family Therapy
- Transition for Success for youth returning from long-term placement in juvenile services facilities
- Adolescents Transition Program
- Multi-systemic Therapy
- Project Success
- Baltimore Student Assistance Program for substance abuse referrals
- Expanded School Mental Health Services

The Student Support Team applies a case management model when intervening with students exhibiting chronic or severe behaviors.
- chronic behaviors- a combination of five or more office referrals, suspensions, or expulsions
severe behaviors- a suspension/expulsion for Level II or Level III Student Discipline Code infractions

The Student Support Team assigns a case manager who verifies that the intervention is implemented as designed. The case manager keeps a log of the intervention process indicating the dates, strategies used, duration, and provider as well as the other activities involved in managing the case. The case manager reports to the SST. For more information about the SST procedures, consult the **Student Support Team Manual**.

**School-based Interventions**

School-based interventions should cover all three tiers of support in a seamless manner to ensure that no child or family is left behind. The grid below provides the basic selection criteria and considerations for school-based plans.

<table>
<thead>
<tr>
<th>Selection Criteria</th>
<th>Tier I Universal Intervention</th>
<th>Tier II Selective/Targeted Interventions</th>
<th>Tier III Intensive Individualized Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection Criteria</td>
<td>Must: 1. Be school-wide. 2. Be easy to implement and monitor. 3. Involve all staff and adults in the school community.</td>
<td>Optimally, must: 1. Involve SST to identify the resources and define the intervention. 2. Include group-based interventions.</td>
<td>SST involvement is necessary to identify the resources and define the intervention.</td>
</tr>
<tr>
<td>Consideration</td>
<td>1. Requires administrator and total staff support and professional development. 2. One well implemented program is better than many programs that are not well implemented. 3. Mainly involves the school-wide application of simple and effective procedures, routines, acknowledgements, prompts, and other day-to-day practices.</td>
<td>1. Requires administrator support. 2. Needs must be established based on assessment of the whole child and the environment. 3. Requires a system for identifying and grouping students based on needs. 4. The variety of interventions must cover all the need groups identified.</td>
<td>1. Requires administrator support. 2. Needs must be established based on assessment of the whole child and the environment. 3. Linkages with external service providers and community resources may be necessary.</td>
</tr>
</tbody>
</table>

In addition to the proactive student support structures, strategies, and considerations outlined above, all school-based staff need to receive professional development in the skills needed to diffuse potentially explosive situations.

**Attendance Support and Truancy Prevention Efforts**

The Baltimore Truancy Assessment Center (B-TAC) was established in East Baltimore by BCPSS and the School Police in collaboration with the Baltimore City Police Department and the State Departments of Social Services and Juvenile Services to address the issue of truancy among BCPSS students. Chronic truants have unexcused absences for 20 or more school days. The mission of B-TAC is to intervene with truant students and their families and address the
many underlying social and personal reasons why students are unlawfully absent from school. B-TAC conducts an assessment of the students served by the Center, and this data is summarized in a monthly report. B-TAC is unique in its combination of truant officers working with a team of counselors under one roof. It is estimated that B-TAC serves approximately 2,000 students each year, which translated to an estimated 10 students per school day.

A truancy court program operated by the University of Baltimore School of Law brings judges into schools for private sessions with students and their parents to better understand the causes and consequences of chronic absenteeism.

The BCPSS has adopted an attendance priority based on the desire to improve the attendance rate of students in the BCPSS to 94 percent for all schools. The district is in the process of updating the BCPSS Attendance Policies and Procedures handbook as well as developing a communication plan for parents and other stakeholders regarding the handbook. Strategies are being developed for early identification and intervention for students with the lowest attendance rates through the Student Support Team. AttendanceStat is used to monitor and analyze student attendance data district-wide to inform decision-making.
Introduction

Professional development is the backbone to Baltimore City’s Public School System’s (BCPSS) effectiveness and improvement. High quality and continuing professional development is critical to creating and maintaining safe and supportive learning environments. Priority must be given not only to the content of curriculum and instruction but to the practices and procedures that create safe and supportive learning environments including school-wide and targeted strategies. All staff must be well-prepared to employ the curricula and strategies and management systems that are designed to enhance the learning environment. Staff, family members, students, and others participating in School Improvement Teams (SITs) and other school improvement activities must have access to professional development activities. All involved with the BCPSS need to understand how to use data to improve student outcomes.

Research has shown that effective professional development is related to decreased principal, teacher, and staff turnover; improved school climate and safety; increased time on task within the classroom; greater and more effective engagement of family members and the community; improved attendance; and, improved academic performance. School Climate has consistently been shown to be strongly associated with academic performance, social-emotional learning, and school connectivity.

The BCPSS is committed to improving the capacities of all involved in creating safe and supportive learning environments for Baltimore’s children: teachers, principals, other school staff, other school system personnel, School Board Members; and other service providers working with students, family members, community residents, and students.

APPLICABILITY FOR THE BCPSS

The BCPSS renewed its commitment to professional development with a new Teacher and Principal Quality (TPQ), Department established in SY2005-2006. This office coordinates the professional development needs and opportunities across the system, preparing BCPSS for excellence in curriculum and instruction, support services, data collection and analysis, management systems, and administration.

Best practices for professional development activities should be at the core of all efforts to create safe and supportive learning environments. Professional development should be aligned with professional development standards and should include adequate opportunities for practice, coaching, monitoring of performance in the schools or classrooms where the activities are to take place. There should be a continuum of professional development and support activities that utilize the Internet, TSS, academic institutions, professional associations, advocacy groups, agencies, and local school systems.

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Efforts and outcomes should be monitored at the school level, the academic area, and the school system.

Teachers and other staff should receive professional development in creating safe and supportive learning environments, classroom management, and youth and family engagement prior to their hire by the BCPSS. Pre-professional training and professional development provided by local universities must be better aligned with the objectives and strategies being used by the BCPSS and the outcomes of these efforts better monitored.

In addition to BCPSS personnel, professional development should include opportunities for family members, students, and staff from other agencies working with BCPSS. Strategies for professional development could include pairing of new and established teachers, creating learning communities, and adequate orientation time for teachers and other new school employees.

Educators from schools, areas offices, instructional technology, student support, curriculum and instruction, professional development, school counseling, parent and community involvement, and school police are being identified to expand the knowledge-base and expertise within BCPSS and design a coordinated multicultural network to address issues that affect minority achievement. Professional development is based on the work of Dr. Ruby Payne as described in *Working with Students: Discipline Strategies for the Classroom, Framework for Understanding Poverty, Learning Structures, and Meeting Standards and Raising Test Scores*, Dr. Ruby Payne addresses classroom strategies that help educators implement instruction and manage their classrooms. The strategies focus on addressing the needs of students from poverty. Discipline areas that are explored include how to facilitate positive outcomes when working with multiple personalities within the classroom, respond effectively to various types of parenting, set rules and guidelines for behaviors and consequences, reduce inappropriate behaviors, and improve student performance.
YOUTH DEVELOPMENT AND LEADERSHIP

Guiding Principle: Opportunities for youth to engage in positive leadership activities should be afforded to all segments of the student population.

Introduction
Creating and Sustaining Environments to Support Teaching and Learning requires the use of a variety of strategies and policies to assure a safe learning environment for all students and staff. Youth development and leadership is a strategy that has the potential to impact school climate and culture by providing students opportunities to cultivate skills, build networks, and begin the process of impacting positive change in their school environments.

It is well established in the field of psychology and human growth and learning, that when students “at-risk” assume leadership responsibility, their change in perspective often results in increased compliance with adult and system expectations. Youth leadership programs that are student-led empower students to create positive change in their environment and they thrive within communities that value and support the programs in word and action. These programs provide potential student leaders with opportunities to refine and build upon their leadership skills, develop positive attitudes, and gain experiential practice in their roles as leaders.

APPLICABILITY FOR BCPSS
Youth development and leadership programs in the BCPSS assist students in developing their leadership potential through greater self-awareness, as well as cultivating leadership skills. Youth leaders provide information on many school climate and health issues and help to prevent or reduce drug abuse and violent behavior. These programs assist students in acquiring many of the developmental skills needed for growth and maturation and provide an opportunity for students to become more solutions oriented. Examples include:

Just Say No to Drugs Clubs
A Just Say No to Drugs Club is a peer leadership program that teaches youth strategies for saying no to drug use. The program targets children in grades 3-5. It identifies and provides alternative activities in which children may engage instead of using drugs. The Just Say No to Drugs program is rooted in more than 20 years of research into the causes and solutions of drug use. The four-pronged Just Say No to Drugs Clubs program represents a balanced and comprehensive approach.

Students Helping Others and Understanding Themselves (SHOUT)
SHOUT is a middle grades drug and violence prevention peer leadership program, which teaches problem-solving and decision-making strategies, as well as developing communication and relationship-building skills. Through a two-day nonresidential training, students learn the skills and receive knowledge necessary to implement a peer leadership program in their schools. At the
conclusion of training, students develop, submit, and implement action plans that focus on drug and violence prevention education and awareness; service to school and community, and relationship-building. Students selected for participation must model drug and violence-free lifestyles.

**Students Helping Other People (SHOP)**
SHOP is a high school drug and violence prevention peer leadership program. Students of participating schools receive a 3 1/2 day residential training that provides them with the skills and knowledge necessary to implement a peer leadership program in their schools. Students receive intensive exposure to topics related to youth leadership, team-building, teen issues, group dynamics, managing conflicts, and drug abuse and violence prevention. All students work together to develop action plans that focus on drug and violence prevention and other teen issues for their individual schools.

**Student Government Association**
The Student Government Association (SGA) communicates the needs of students to the school administration. It is the elected representative of the entire student body. The SGA gives students an opportunity to develop and hone leadership skills as they function in various leadership roles: president, vice president, treasurer, secretary, sergeant-at-arms, parliamentarian, and member-at-large. Representatives from each class and all organizations are part of the SGA. Any student eligible for extracurricular activities is eligible to participate.

**Baltimore Youth Congress**
The Baltimore Youth Congress is a youth-run representative organization through which young leaders come together to speak out for and advocate for youth issues. The Baltimore Youth Congress seeks to have input into laws and policies affecting youth and their communities. Its main goal is to create a strong organized voice for youth and to advocate for change on youth issues to Baltimore’s political leaders and communities. Another goal is to create a more positive image for youth. The Baltimore Youth Congress strives to monitor, advocate for, and improve the quality of youth services in Baltimore. It will act as an organized and trained youth force to present youth concerns to the Baltimore City Council, the Mayor, the Governor and other influential decision-makers. Youth, ages 12 to 25 that live in Baltimore City or County are eligible to become part of the Congress.

**Baltimore City Youth Commission**
In 2005, the Baltimore City Council established the Youth Commission to allow youth the opportunity to provide advice, recommendations, and information for the Mayor, the City Council, and municipal agencies on the development of coordinated communities and government policies, programs, and services that support children, youth and their families. All Commissioners are residents of Baltimore City and appointed by the Mayor for a three-year term. Commissioners must be ages 14-24. As a result, the vast majority of Commissioners are students in or graduates of the Baltimore City Public School System.

**Recreation, Education, and Prevention Programs (REAP)**
REAP is a high school drug and violence prevention work-study program. Eight recreation centers and two Police Athletic League (PAL) centers are recipients of the REAP program.

Revised May 31, 2007
Student workers deliver drug use and violence prevention lessons to all students visiting the centers. As much as possible, students are placed in centers in the communities in which they live so they can model positive life styles for the children with whom they interact. REAP students provide prevention education through Peaceful Partners and Project Charlie curricula.

**Baltimore City Teen Court**
Baltimore City Teen Court has seen great success since its implementation in the fall of 1999. Dozens of youth offenders have been diverted from the juvenile justice system and, in many instances, have been "re-united" with the legal system in a positive way. Appearance in Teen Court is a voluntary alternative to the juvenile justice system. The Teen Court experience emphasizes self-accountability, community involvement, and positive peer influence. The program advocates for youth who have made poor decisions and also for those youth who are interested in the law. Teen Court has trained hundreds of students to volunteer as bailiffs, clerks, jurors, and attorneys during the Teen Court sessions.

**Peer Mediation Programs**
Peer mediation programs that are school-wide, and are implemented with fidelity and consistency, appear to offer hope for students at risk of violence, on many levels. Once trained in the peer mediation process, students direct and lead the mediation of conflicts within their school and at times in the community. Students learn excellent leadership skills and alternatives to violence, as well as develop skills necessary for resolving conflicts with others. Additionally, parents and, occasionally, community members are involved in assisting with the peer mediation process. Some benefits include improved student self-esteem and confidence in interpersonal relationships with peers, school staff, and families. Peer mediation is used in a limited, sporadic manner in the Baltimore City Public Schools.

**Non-traditional Youth Development and Leadership**
It is recognized that special efforts must be made to involve nontraditional student leaders which experience and research indicate do not typically become involved in the programs or initiatives described above. There are indications that these student leaders often do not feel as if they have a voice to present their needs and may feel alienated from school. Efforts need to be made to improve the sense of acceptance and belonging for these nontraditional student leaders, and to provide opportunities for them to have a voice in sharing their concerns and needs within the school setting. One such effort may be to provide a forum for meetings between these students, BCPSS staff, concerned community representatives, and parents or guardians. Once these nontraditional student leaders are engaged, they should be invited to develop their own programs or initiatives, as BCPSS staff and community representatives provide guidance and support, to address their concerns related to school safety and well-being.

Students should be offered multiple enrichment opportunities to complement their academic programs including opportunities to develop their intra- and interpersonal skills, talents, interests, and leadership capacities. These opportunities should be provided both within the school program and during out-of-school time. Extended learning opportunities within a community school should provide a proven structure for offering these experiences.
Introduction
Policies represent an actual course of action to be followed. School district policies and procedures governing behavioral expectations and consequences for inappropriate behavior that are clearly written, broad-based, fair, firm and consistently enforced provide the framework for school safety. An effective policy can guide the school in managing daily situations or crisis events within the scope of the policy. School policies and procedures are particularly important for setting a positive tone, imparting behavioral norms and positive behavioral expectations, and establishing the procedures to be used to achieve these expectations, as well as establishing limits and consequences for inappropriate student behavior.

All school administrators, school staff, students, and their families or caretakers must understand the expectations and what happens when the expectations are violated. School districts should establish the policy position that the illegal possession of weapons, use of violent behavior, and possession or use of alcohol, tobacco, or other drugs is not acceptable and will not be tolerated. Baltimore City Public School System (BCPSS) policies clearly distinguish among a variety of disciplinary issues, infractions, and consequences. A balance should exist between disciplinary responses and the application of prevention and intervention practices, which take into consideration situational variables and student characteristics.

Effective two-way communication about the application and utilization of policies and procedures among all stakeholders is a critical aspect of appropriate policy enforcement.

APPLICABILITY IN THE BCPSS
A number of BCPSS policies and procedures have been designed to guide the behaviors of students and adults in contributing to the creation and maintenance of safe and supportive learning environments. Adherence to these policies and procedures is mandated on all levels.

Behavioral Expectations
Students are expected to behave appropriately at all times. It is important that students are taught what behaviors are expected in different settings and how this will be achieved. As with successful academic performance, it is important that positive behavior also be acknowledged by staff. Not all students will respond appropriately all the time. However, if the goal is achievement for all students, then behavioral failures must be met with teaching, similar to the way that academic failure is responded to by teaching. Although school staff cannot tolerate inappropriate behavior, staff must find ways to help the student replace the unacceptable behavior with an acceptable behavior. It is important to recognize that academic problems are related to behavioral problems.

Guiding Principle: Policies and procedures governing behavior should be appropriate, communicated broadly, and applied equitably and be in the best interest of students, their families, schools, and staff.
In order to create a positive learning environment for all students, it is necessary to establish clear behavioral expectations as well. The Code of Conduct Principles provide an important foundation for behavioral conduct, both individually and in interpersonal relationships with others. Grade-level appropriate lessons have been developed to teach students, pre-kindergarten through grade 12, the expectations for student behavior.

**CODE OF CONDUCT PRINCIPLES**

1. I respect others and myself. I am kind and courteous. I demonstrate positive verbal and non-verbal communication and positive behaviors.
2. I am responsible for my behavior and its consequences.
3. I come to school on time, focused, and prepared to work.
4. I demonstrate behaviors that promote a clean, safe, and civil learning environment.
5. I respect school property and the property of others.
6. I present myself in an appropriate and orderly fashion at all times and in all settings. I demonstrate personal honor and integrity at all times.

Because some students enter the BCPSS after the Code of Conduct lessons have been taught, summary lessons have been developed to be given to students as part of the packet of information they receive upon enrollment.

**Student Discipline and Suspension Policies**

The BCPSS currently enforces a number of policies related to student discipline and suspension. Through the development of the BCPSS Plan for creating and sustaining supportive learning environments, agreement has been reached to examine all discipline and suspension policies to assure that the consequences for inappropriate behaviors are appropriate, will result in the exclusion from schools only when absolutely necessary, and a continuum of services is utilized to accompany disciplinary actions.

School administrators are in an optimal position to observe when policies and procedures need to be reviewed and improved. Administrators should notify the appropriate central office staff and their Area Offices whenever a policy should be reexamined for its effectiveness. Specific recommendations for policy changes should then be reviewed by the relevant unit or by an interdepartmental team when appropriate, and a response should be communicated back to the administrator(s) who brought the issue to light. This important role for school administrators requires that they create an atmosphere of openness and fairness in the schools so that staff, parents, and students believe that articulating their observations about existing policies and procedures will be welcomed and efficacious.

**Current Discipline Related Policies, Laws, and Requirements**

*The BCPSS Student Discipline Code*

The BCPSS Student Discipline Code identifies inappropriate behaviors according to levels of severity with Level III offenses being the most severe, and Level I offenses being the least severe. If students violate the Code of Conduct and commit offenses outlined in the Student
Discipline Code, administrators must apply one or more of the consequences of the violations based on criteria established by the CEO and Board of School Commissioners.

Administrators will keep in mind the need for age-appropriate consequences when determining consequences for code violations. Administrators have the ability to take the degree of severity, frequency of offense, situation, age, and decision-making capacity of a student into account in determining sanctions and shall be required to provide a rationale for any deviations from the code.

**BCPSS Discipline Policy for Students with Disabilities**

BCPSS principals are responsible for implementation of the BCPSS Discipline Policy for Students with Disabilities. Student discipline procedures based on federal, state, and Consent Decree requirements, as well as Baltimore City Board of School Commissioners policies have been delineated in the Administrator’s Student Discipline Handbook.

**Bullying Policy**

Bullying has been defined as an abusive act of violence that victimizes its target. Bullying can create a hostile school climate that counters the rights of students to learn in secure and peaceful schools. Unchecked acts of bullying can and often escalate. Many school staff seriously underestimate the prevalence of bullying at their schools. To address the issue of bullying, the BCPSS has developed a Bullying Policy that provides definitions, examples, and consequences of bullying.

**Disability-Based Harassment and Bullying**

Disability harassment is a form of discrimination prohibited by Section 504 of the Rehabilitation Act and Title II of the ADA. Section 504 covers all schools, school districts, and colleges and universities receiving federal funds. Title II covers all state and local entities, including school districts and public institutions of higher education, whether or not they receive federal funds. Both Section 504 and Title II provide parents and students with grievance procedures and due process remedies at the local level. Individuals and organizations also may file complaints with the Office of Civil Rights (OCR) in the U.S. Department of Education. Information about OCR’s complaint process can be found at [http://www.ed.gov/offices/OCR/qa-complaints.html](http://www.ed.gov/offices/OCR/qa-complaints.html).

**Intimidation/Harassment Reporting Act**

The Safe Schools Reporting Act of 2005 mandates that the Maryland State Department of Education (MSDE) require county boards of education to report incidents of harassment or intimidation (bullying) against students attending a public school as reported by students, their parents/guardians, or close family members. The law further specifies procedures for reporting these acts, including specific guidelines for a *Harassment or Intimidation (Bullying) Reporting Form*.

The Baltimore City Public School System has developed a Web-based application to capture information provided on the reporting and investigation forms. This information must be entered on the application monthly at [http://eweb.com/](http://eweb.com/)
**Alcohol and Drug Policy**

In compliance with the Federal Drug-Free Schools and Communities Act and the Drug-Free Workplace Act of 1988, BCPSS developed an Alcohol and Drug Policy. The purpose of this policy is to inform students, faculty, staff, and parents of the system’s position on alcohol, tobacco, and illicit drug-related issues and the procedures to be used if the policy is violated.

Employees who need services related to drug/alcohol use are able to seek help through the BCPSS Employee Assistance Program provided by the American Psychiatric System at 888-454-7545 or through their own medical insurance program.

**Exclusionary Dress Code**

The implementation of the citywide exclusionary dress code should be uniformly applied throughout Baltimore City’s secondary schools. This means that an individual school may not add to or subtract from the exclusionary dress code. However, each school may, at its option, establish its own non-exclusionary dress code for such purposes as adopting a school uniform.

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All programs, guidelines, services, standards of conduct, and disciplinary sanctions are made known to parents through the BCPSS website, [www.bcps.k12.md.us](http://www.bcps.k12.md.us) and the Parent Information Portfolio.

**Crisis/Emergency Preparedness**

The central office and every BCPSS school must have a crisis response plan that identifies the protocols for delivering crisis intervention services; addresses the roles of a school-based crisis response team; and includes protocols for notifying school staff, students, parents, and community members about crisis information. The plan addresses natural disasters, criminal acts such as verbal and physical assaults, sexual harassment, sex offenses, drugs, weapons, gangs, bombs, shootings, murders, theft, and domestic violence. Each school will have the tools necessary to develop its own site-specific emergency preparedness and crisis response plan.

A separate Crisis/Emergency Plan provides details of the BCPSS Plan.
Introduction

Schools cannot meet all of the social, health, and family needs to support student behavior and climate. Each school will have in place a clear system of coordination for community partners to provide many of those supports in the school, as well as linking to community-based resources. Community schools represent an important strategy to accomplish this. All schools can improve their partnership practices and the capacity to connect students and families to needed resources, even before community school funding is available.

Attention should be paid to the need for professional development activities that will help prepare schools for linking schools, students, and families to community resources. A list of existing school based and community resources collected by currently funded community school sites should be made available to BCPSS student support personnel. Professional development should be provided to current BCPSS support staff on the four community school practices to help prepare them for cataloging community assets and identifying student and family needs. This work will be in preparation for the eventual assigning of a school resource person/site coordinator at school where none currently exist.

APPLICABILITY TO THE BCPSS

Strategies that support the school system’s Plan for safe supportive learning environments must be intertwined with and/or supported by community level approaches such as:

- Adoption of the Community Policing philosophy through which police work in partnership with law-abiding citizens to arrest offenders, reduce crime and the fear of crime, solve ongoing problems, and improve the quality of life in the community. In the BCPSS school setting this means administrators, teachers, staff, students, parents, stakeholders and the community at-large work as partners with the School Police to make schools safe.
- Development of partnerships with parents, businesses, public and private organizations, and the faith-based community.
- Effective integration of services of nonprofit organizations.
- Establish partnerships with law enforcement and community associations.

Community Engagement Practices

Community schools implement a set of four practices to develop the capacity of schools to recruit and effectively manage the community partnerships needed to create and sustain a safe
and supportive learning environment. The three main aims of community schools include safety, attendance, and family engagement. The four practices are:

- **Engage**
  All stakeholders are brought into the planning and implementation process to assess and meet the needs of school, families and students.

- **Comprehend**
  The needs of all students and families, as well as the support and professional development needs of staff, are collaboratively assessed and understood, as are the resources available in the school and community to address those needs.

- **Coordinate**
  Services, programs, and resources are secured and carefully managed and coordinated, with effective monitoring and communication.

- **Sustain**
  These practices are structured into the operations of the school in such a way as to be permanent, and resources are sought at both school and district level to sustain them.

There are currently 27 funded community schools in the BCPSS, with numerous others employing some or all of these practices. In funded community schools, these practices are led by a site coordinator, employed by a community-based lead partner, who works with the principal to ensure integration of community partnerships into the operations of the school. These four practices can be developed by school administrators, staff and volunteers, even when funding for these positions is not available.
Introduction
The Baltimore City Public School System (BCPSS) collects and maintains multiple indicators of school violence and related data that can be used by personnel on all levels (e.g., district staff, administrators, School Improvement Teams [SITs], and Student Support Teams [SSTs]), as well as by collaborating partners to inform the district’s comprehensive school safety plan development process. Additional data for planning is available from other agencies or organizations. These data will be used to determine the need for additional programming to improve the safety of students and staff in Baltimore City schools, and to evaluate the effectiveness of different prevention programs, interventions, and staff development activities. This section provides a summary and description of data available to inform the decision-making process concerning school safety (e.g., needs assessment, monitoring, and evaluation).

APPLICABILITY FOR THE BCPSS

Relevant Agencies/Divisions Within BCPSS

Several units within the BCPSS are responsible for collecting and managing data that relate to school safety and the comprehensive safety plan.

Overview of the Division of Research, Evaluation, Assessment, and Accountability
The Division of Research, Evaluation, Assessment, and Accountability (DREAA) has overall responsibility for institutional and external research, program evaluation, student assessment, and other activities that support system accountability. Research interests relate to major BCPSS partnerships, support for staff pursuing advanced degrees, and other salient and timely policy-related issues. Program Evaluation monitors specific initiatives, enterprise innovations, and restricted grants requiring evaluation components. Student Assessment administers and reports results for the testing program required by No Child Left Behind and other system needs. DREAA works closely with the Director of Strategic Planning and the Director of SchoolStat to provide “dashboard” performance measures to support the Master Plan and the ongoing stating of accountability issues.

Overview of SchoolStat
Baltimore City School System's SchoolStat was created in September 2003 to be a data-driven accountability system. In May 2006, the BCPSS Office of SchoolStat initiated MPStat, an accountability process to ensure implementation of Master Plan strategies and compliance with corrective actions. MPStat directly links the objectives, strategies, and action plans outlined in the district's previous Master Plan submission with an accountability process to ensure that the school system is meeting its commitments and learning from its mistakes and successes. The

Guiding Principle: Multiple indicators of school climate, culture, and safety should be used to inform the decision-making process to most effectively assess the needs and utilize resources with performance being monitored on an ongoing basis.
district is currently monitoring a number of student safety indicators to assess compliance with the Master Plan components. These include the following Student Support Measures: the number of elementary schools above the predictor line for 16 percent suspension rate; the number of schools above the predictor line for 2.45 percent violent offenses rate; incident data for bullying (code 407); incident data for sexual harassment (Code 602); incident data for insubordination (code 702); incident data for harassment (code 703); incident data for class disruption (code 704); incident data for failure to obey school police (code 807); attendance at monthly Positive Behavioral Interventions and Supports (PBIS) Team Leaders Meetings; percentage of PBIS Team Leaders who submit Form A monthly, beginning October 2006; percentage of PBIS Team Leaders who enter the office discipline data into the online School-Wide Information System (SWIS) on a monthly basis; percentage of students that have individual learning plans by December 15; and percentage of students with chronic, severe and escalating behaviors receiving case management services. Upon submission of the 2006-2008 Master Plan, MPStat will integrate the contents of its objectives into a revised MPStat process.

RELEVANT DATA SOURCES

Data Maintained by BCPSS

School Climate
Each year, the district conducts a district-wide School Climate Survey coordinated by the BCPSS Practice Network in January. The data reside in both Excel and SPSS formatted files within the Division of Research, Evaluation, Assessment, and Accountability (DREAA) within BCPSS. In an effort to make them available to the general public and to school administrators and staff, these data are published annually to the school system’s Website by late March.

Suspension Data
Data regarding school suspensions currently reside in the Special Education Tracking System (SETS) and is available from the Office of Student Services within BCPSS. The data elements within the SETS that directly pertain to student suspensions include the following: (1) academic area; (2) school identifier; (3) student identifier; (4) student name; (5) incident date; (6) incident time; (7) location of incident; (8) offense code; (9) disposition code; (10) date suspension initiated; (11) duration of suspension; and other related items. This information is routinely summarized by the district and disseminated to school administrators in a report format. Administrators can also access SETS directly and thus incorporate these data into individualized school safety plans.

Office Discipline Referrals
The district has developed an office discipline referral form that is intended to be used district-wide to record and track office discipline referrals. The referral form records information regarding the student name/ID number, the time, location, type of behavior problem, the referring staff member, and the administrative decision to resolve the problem. These data can be entered into the district’s Special Education Tracking System (SETS) and used to make decisions regarding school safety.
Schools implementing PBIS are using a specialized office discipline referral tracking and data management system called the School-Wide Information System (SWIS, www.swis.org). SWIS is an easy-to-use Web-based information system that allows schools to regularly collect, analyze, and summarize office disciplinary referrals.

**Youth Risk Behavior Survey**
The district conducts the Youth Risk Behavior Survey (YRBS) during the spring semester on a biennial basis. Following the nationwide protocol established by the Centers for Disease Control and Prevention and managed locally by BCPSS, high schools are randomly selected. Survey data are reported at the local level. The YRBS collects information on student safety (e.g., wearing bike helmets, seat belts, etc.) and healthy behaviors, including depression, suicidal thoughts, alcohol, drug and tobacco use, sexual behavior, diet, and physical activity.

**Maryland Adolescent Survey (MAS)**
Like the YRBS, the Maryland Adolescent Survey (MAS) is completed biennially. It is administered during December to a sample of 6th, 8th, 10th, and 12th graders across the state. That data provides a district-level indicator of the nature, extent, and trend of alcohol, tobacco, and other drug (ATOD) use among adolescents in Maryland. MSDE publishes findings from the MAS in a report that is used by district staff to identify needs and monitor the impact of programs. The MAS survey captures student demographics; drug availability, knowledge, attitudes, and use patterns; family relationships; and perceived safety at school, going to and from school, and in the neighborhood. Twelfth graders who complete the final section of the survey are also asked specific questions about alcohol, drugs, and driving.

**Other Data Collection Activities**
BCPSS in collaboration with the Johns Hopkins Center for Prevention and Early Intervention have received funds from the National Institutes of Mental Health and Drug Abuse to determine the most effective ways to reduce violence, mental health, and drug abuse problems among students. The primary mission of the Center is to improve the effectiveness and sustainability of school-based preventive and early treatment interventions aimed at reducing school violence and student mental health and drug abuse problems. In order to determine how to implement and sustain the most effective school-based programs for the prevention of violence and mental health and drug abuse problems and the earliest possible treatment, the Center and BCPSS have created a Practice Network. The Practice Network Executive Committee includes staff from BCPSS, JHU and other groups working with BCPSS, such as BMHS, the Health Department, and the Family League of Baltimore City, Inc.

The Center for Prevention and Early Intervention is supporting the development of a Web-based assessment system to identify and monitor children and any social-emotional problems they may have, called INSPIRE. As part of the INSPIRE effort, the Center has donated laptop and desktop computers for teachers and school mental health professionals in seven BCPSS elementary schools, plus two servers for the BCPSS Information Technology Department. The INSPIRE software maintains a continuously updated profile of individual student behaviors, some of which are related to school safety, including whether a student: (1) took others' property; (2) got into physical fights with other children; (3) hurt others physically; or (4) intentionally damaged...
the property of others. Thus the INSPIRE serves to identify students requiring intervention to mediate unsafe behaviors in school and is easily accessible and up to date.

**Data Maintained by the Baltimore City Data Collaborative**

The Baltimore City Data Collaborative, administered by the Baltimore City Family League, Inc., aims to advance the well-being of children and families in Baltimore City by providing accurate, reliable, and compelling data relating to eight result areas. The Baltimore City Data Collaborative intends to strengthen the ability to achieve measurable improvement in results for children and families and provide accurate, reliable, and compelling data to inform policy and planning decisions. The Baltimore City Data Collaborative publishes and maintains a standard set of indicators related to the following eight result areas: *Healthy Children; Children Enter School Ready to Learn; Children Successful in School; Children Completing School; Children Safe in Families and Communities; Stable and Economically Independent Families; and Communities that Support Family Life.* Most of these data are available through the Baltimore City Data Collaborative’s Website ([www.baltimorekidsdata.com](http://www.baltimorekidsdata.com)) and can be useful for determining need, monitoring the impact of school programs and policies on community indictors, and linking community events (e.g., gang activity, crime, etc.) with school level data.

**Data Maintained by the Baltimore Education Research Consortium (BERC)**

The Baltimore Education Research Consortium (BERC) includes representation from DREAA and other divisions in the BCPSS and several local universities. It is funded by local and national foundations and, when fully operational, will provide additional resources to analyze data and aid BCPSS in the development of safe and supportive learning environments.

**Structure for BCPSS Data-Management and District-Level Use**

The primary objective of the district’s Data Management System is to increase teachers, principals, staff, and managers access to accurate and useful data so that they can make data-driven decisions. The BCPSS collects and stores most of the data that is reported currently needed by its staff and constituents. However, in many cases that information cannot be readily accessed by the people who need it.
**SAFE FACILITIES**

**Guiding Principle:** *Students require and deserve facilities that are conducive to learning.*

**Introduction**

School buildings must be designed with safety in mind. Older school buildings must be equipped to maximize school safety and security. Technology enhancements such as security cameras, metal detectors, pass keys, access controls, and radios have their advantages. However, these are only tools to assist officials in an ongoing security plan. Plugging these devices in and “feeling” secure creates a false sense of security. Utilizing these devices effectively means strategically placing them in areas of concern and having diligent staff monitor and operate these devices to their fullest capacity. School districts are exploring use of the following technology enhancements to support their comprehensive plans for safe and supportive learning environments.

- A state-of-the-art surveillance and detection system permitting each school official to monitor activity in and around their respective facility and detect unauthorized individuals entering the facility.
- Computerized Incident Reporting System to support the above, ensure timely and accurate reporting of school-related incidents and participation in information sharing opportunities.
- A confidential hotline; a twenty-four hour telephone line available to any individual wishing to anonymously report any problems or incidents that has occurred or is about to occur.
- Explore the use of metal detectors in schools and at special events held on school property.
- Explore the use of virtual reality and interactive training options.
Introduction

School Safety is a Unique Challenge

Schools are expected to intervene in problems that often originate in the community or family, but manifest themselves in school. Problems may manifest themselves through bullying, gangs, violence, or other acts of misconduct and may result from a lack of social skills. Fear, whether as a result of real or perceived factors, requires a response from the school and school system. Consequently, the school system and the school police are being challenged to do more. School systems often face a reality that forces system administrators to choose between hiring teachers, purchasing books and materials, repairing aged facilities, or putting more resources in the area of safety.

The concept of a safe and supportive learning environment needs to be inculcated into the culture of school systems and all attempting to support its students so that safety is integrated into the daily routine of all staff. School safety is everyone’s responsibility and should not be solely delegated to school-based administrators or the school police.

APPLICABILITY TO THE BCPSS

The Baltimore City School Police Force (BSPF) serves to protect and defend the Baltimore City Public School System community and the Constitutional Rule of Law and strives to attain its primary purpose of safeguarding lives and property; maintaining order and keeping the peace; preventing and detecting crime; and helping those in need.

The mission of the BSPF is to ensure that students and staff have a civil, orderly, safe and secure environment in which to learn and teach, so that each student can achieve his/her maximum potential and future success.

The work of the BSPF addresses **four critical areas** and is guided by goals that when accomplished contribute to safe and supportive learning environments:

- Safe, Secure, Civil, and Orderly Schools
- Truancy
- Planning, Evaluation, and Staff Enhancement
- Homeland Security

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“*The significant problems we face today cannot be solved at the same level of thinking we were at when we created them.*

- Albert Einstein
The Baltimore School Police Force engages in the following activities that contribute to safe and supportive learning environments:

**Data-based Decision-making**

**Data Collected by School Police**
The BCPSS Office of School Police currently collects data regarding safety and student offense data that is relevant to school safety planning. Staff from the BCPSS Office of School Police, SchoolStat and Student Support Services has recently met to discuss the sharing of data between School Police and Student Support Services. The BCPSS School Police and the Baltimore City Police also are engaged in discussions to improve communication and exchanges of information.

Data considered for sharing include police staffing; police incidents; gang involvement; students with chronic, severe, and escalating behaviors; suspensions and violent offenses -- location and time of incidents; attendance rate; intimidation and harassment data; community-based resources; and high office referrals without services. Police staff (police, resource and hall monitors) will be allocated based upon available data. These data will drive prevention strategies with police in schools (including recommendations about physical structure and routines versus desired outcomes in the building). Data sharing will also identify the cross-training needs of Police staff in education and school strategies.

**Criminal Offense Data**
Data detailing criminal offenses committed on school property is maintained in an Excel file format within the BCPSS Office of School Police at the central office.

**School/Family Engagement**
The BCPSS School Police will work to provide parents and other family members with the opportunity to get involved in the process of providing a safe school environment for their children. Family members should be encouraged to work with the BCPSS to provide a safe environment for children traveling to and from school in addition to helping to ensure their children’s school is safe.

**Policies and Procedures**
According to School Police Statistics, reports of crime and violence are down overall in the BCPSS but not enough to eliminate the fear experienced by some as a result of their incident levels or the severity of incidents in their schools. Too many students, faculty and staff, families, and the community believe that Baltimore City public schools are unsafe. Much of this fear is generated from school-related incidents that receive media attention or incidents that occur as students travel to and from school.

Preliminary assessments would indicate that our best course of action is to be part of a comprehensive strategy that would support student, faculty, staff, family, and opportunities to identify and address precursors of crime and violence before they occur—avoidance; keep
situations from escalating intervention; and apply appropriate sanctions for serious and repeated violations enforcement.

The focus of the BPF strategy will be on disrupting the opportunity and identifying the means for crime and violence to occur in and around schools. Police officers who work for the BCPSS have successfully completed training at an academy certified by the Maryland Police and Corrections Training Commission (MPCTC). They are sworn to uphold and defend both the Constitution of the United States of America and the Constitution of the State of Maryland.

How Police Personnel are Deployed

The following factors are considered in deciding where and how school police personnel are deployed. This list is not all inclusive. Generally, school police officers, resource specialists, and hall monitors are assigned to specific high schools and middle schools with secondary responsibilities to other schools according to a defined geographic area of the city.

- Past history of incidents: criminal and disciplinary
- School population: size
- Input from school police staff and school administration

Under current staffing levels, the school police maintain permanent staffing at middle schools and high schools. Elementary schools are provided services by roving patrol officers. A small tactical unit can be deployed to respond to emergencies and to conduct proactive weapon search initiatives. Current staffing consists of:

- 100 sworn police officers
- 32 non-sworn school resource specialists
- 75 hall monitors

Teaching established programs designed to help students to make appropriate decisions in regard to avoiding gangs and drug involvement is a necessary component of a comprehensive safety plan. Programs supported by the school police include:

Drug Abuse Resistance Education (D.A.R.E.) – D.A.R.E. is a highly acclaimed program that gives children the skills they need to avoid involvement in drugs, gangs, and violence. D.A.R.E. is a police officer-led series of classroom lessons that teaches children from kindergarten through 12th grade how to resist peer pressure and live productive drug and violence-free lives.

Gang Resistance Education and Training (G.R.E.A.T.) – The G.R.E.A.T. Program is a school-based, law enforcement officer-instructed classroom curriculum. The program's primary objective is prevention and is intended as an immunization against delinquency, youth violence, and gang membership.

G.R.E.A.T. lessons focus on providing life skills to students to help them avoid delinquent behavior and violence to solve problems. The G.R.E.A.T. Program consists of four components: a 13-week middle school curriculum, an elementary school curriculum, a summer program, and families training. The Baltimore City School Police has a plan to teach the G.R.E.A.T. program that is ready to implement pending grant approval from the Federal Department of Justice.
Professional Development

In an effort to ensure that officers of the Baltimore City School Police Force are prepared to meet the changing demands and expectations that will occur throughout their careers, the department provides them with ongoing training. Strategies and systems will be utilized to deal with students and adults who act out aggressively. There are many resources available in the community to educate staff and students on how to effectively diffuse escalating situations.

Professional development and continuous improvement for police officers, school resource specialists, and hall monitors are key elements to developing and maintaining a quality organization. The Baltimore City School Police will utilize in-service training both in-house, with other BCPSS offices and units, and with the Baltimore Police Department and other community agencies to enhance the quality of services we provide to the public. Additionally, the school police has partnered with the Special Education Citizens Advisory Committee (SECAC) and the Citywide Special Education Advocacy Project to develop a training curriculum to enhance the school police force’s ability to work with special education students and to increase sensitivity to the needs of students with learning disabilities.

The Baltimore City School Police will continue to take advantage of both paid training and cost-free training opportunities.

Youth Development and Leadership

Youth Advisory Boards involve giving youth the opportunity to provide input and participate in the design of programs to improve safety and the overall school environment.

The BCPSS School Police will continue to work with students by coaching athletic teams, mentoring students, and conducting workshops to help students grow and develop. For example, the BCPSS School Police conducts two programs to help female students to development and prepare for adult-hood: Princess of Power and Female Etiquette.

Intervention Services and Supports

The BSPF engages in referrals to interventions as well as providing some direct services and supports.

- Referring students to services and programs to address situations that negatively affect the learning process (Community Conferencing, Peer Conferencing, Teen Court)
- Utilizing the Baltimore Truancy Assessment Center (BTAC) to help increase student attendance.
- Working with school administrators and staff to develop school safety plans that include emergency preparedness and crisis response.
- Finding alternatives to taking students into custody for delinquent acts when appropriate.
- A hotline within the school police communications office has been established as a
means for students and staff to anonymously report the presence of weapons or drugs, crimes they have witnessed, or pending fights or other crimes among students.

- Attendance Support and Truancy Prevention Efforts

**Community Involvement**

Baltimore City community leaders, stakeholders, and public and private organizations share in the responsibility to provide safe schools for students and faculty. The Community Relations Unit serves in an advisory role to the BCPSS Chief of Police. In this capacity, the Office has the responsibility to collect factual information gained through contacts with various community groups, individuals, and organizations. The Community Relations officer analyzes this information to specifically define community attitudes, problems or needs, and recommends an appropriate course of action. This unit coordinates the AAA Safety Patrol Program and community activities conducted by the School Police.

The School Police has an ongoing program designed to improve the police/citizen relationship. This program helps the Department recognize the concerns of citizens in any area of the city, thus allowing appropriate action to be taken to resolve problems or concerns as quickly and effectively as possible. The School Police Community Advisory Board is comprised of members of public and private organizations, educational institutions, and private citizens who volunteer their efforts and time to improve school safety and to help the School Police be as responsive as possible. Meeting at least monthly, the School Police Community Advisory Board is organized to work with communities in each area of the city.

Community Watch Groups are based upon the premise that citizens have a responsibility to help keep their own neighborhood schools safe. The principle requirement for becoming a Community Watch area is to have a willingness to participate in the program. They do so by notifying the police when unusual circumstances exist in their areas.

Private citizens may take the opportunity to observe police operations on a first-hand basis through participation as authorized passengers/observers in marked police units. Private citizens may ride with officers for a period of four hours (between 8 a.m.-2 p.m.), once every two weeks, if they so desire. Other persons such as non-sworn members of the Department, members of the news media, and other law enforcement personnel may also participate under some restrictions. The program is coordinated through the Operations Division via the Operations Lieutenant.

The Baltimore City School Police Force works with other federal, state, and local law enforcement agencies to make schools safe. Partners include the following:

- The Baltimore Police Department
- The Mass Transit Administration Police Department (MTA Police)
- Morgan State University Police Department
- Coppin State University Police Department
- The Baltimore City State’s Attorney’s Office
- United State’s Attorney’s Office
Safe Facilities

School buildings must be designed with safety in mind. Older school buildings and facilities must be equipped to maximize safety and security. A proactive approach to safety is the best way to ensure a safe and secure environment.

Duties and responsibilities of Baltimore City School Police Personnel include but are not limited to the following:

- The highest priority is to the preservation of life of the faculty, staff, and students in the school.
- In general, the job of the school police is to work with the faculty and staff at the officer’s assigned school to prevent, deter, intervene and respond to violations of the criminal law along with violations of the school system.
- School Police Officers will also investigate allegations of criminal wrongdoing, make arrests, and make referrals as appropriate.
- Help maintain order in the assigned school.

The above duties and responsibilities are to be accomplished by working with the faculty and staff while performing the following activities:

- Patrolling in and around the immediate vicinity of the assigned school.
- Responding to calls for service and/or calls for assistance and take appropriate action as needed.
- Conducting preliminary investigations of complaints and criminal incidents as needed.
- Conducting criminal investigations
- Assisting in follow-up investigations as needed.
- Operating Closed Circuit Television (CCTV) Surveillance Systems

Cameras in Baltimore City Public Schools

To date, fifty-three schools in the BCPSS have CCTV systems. Prior to June, 2006 forty-two schools had CCTV systems. Eleven schools received CCTV systems as a result of the first phase of the COMAR process to close schools. The eleven schools that received CCTV systems during the COMAR process were:

- Samuel L. Banks /Thurgood Marshall High School /Thurgood Marshall Middle School Campus
- Benjamin Franklin High School
- Booker T. Washington Middle School
- Francis M. Wood Alternative High School
- Hampden Elementary School
- Pimlico Elementary School
- Tench Tilghman Elementary School
- Highlandtown Elementary School
- Calverton Middle School
- The Academy at Briscoe
- Harbor City High School (West)
The significance of the installation of CCTV systems in these schools is that consistency of standards was established in terms of the type of equipment that was purchased and installed. These systems have a sufficient number of cameras to monitor every hallway and every stairwell on each floor of the building. The systems have compatible equipment. Unlike the schools with preexisting systems, the CCTV systems installed at these schools provide the ability to observe and record activity outside of the campus as opposed to the systems that only monitor the interior of the building. Working closely with the Mayor’s Office of Information Technology, the Baltimore City School System was able to establish uniform standards that will be used to guide the acquisition of CCTV systems in the future.

BCPSS School Police report that CCTV systems have assisted in identifying and apprehending people responsible for committing offenses in schools. Incidents of graffiti, vandalism, and burglary are down at these schools as well.

Thanks to a partnership with the Baltimore Police Department, the BCPSS system will receive CCTV systems in ten additional schools through a grant from the Office of Community Oriented Policing Services (COPS) as a part of the Department of Justice’s Securing Our Schools Initiative. The schools slated to receive CCTV systems are:

- #261 Lockerman Bundy Elementary School
- #413 Harbor City High School
- #414 Paul Laurence Dunbar High School
- #425 Lake Clifton Complex
- #426 Lake Clifton Complex
- #210 Hazelwood Elementary/Middle School
- #51 Waverly Elementary/Middle School
- #410 Mergenthaler Vocational Technical High School
- #406 Forest Park High School
- #177 George McMechen School

The installations are slated to begin the spring of 2007.
Introduction
The Baltimore City Public School System (BCPSS) employs a variety of strategies and policies and procedures to assure safe learning environments for all students and staff. Occasionally, schools are faced with situations that affect the safety and well-being of all. The Unsafe School Choice Option (USCO) (section 9532 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001) requires that each state receiving funds under the ESEA establish and implement a statewide policy requiring that students be allowed to transfer from a persistently dangerous school to a safe school.

Status/Requirements
The Code of Maryland regulations provide the definitions and regulations concerning the federal requirement and its application for schools in Maryland.

13A.08.01.18

4. .18 Definitions for Regulations .19—.20.

A. In Regulations .19 and .20 of this chapter, the following terms have the meanings indicated.

B. Terms Defined.

(1) "Conviction of or adjudication of" means that the perpetrator has been convicted of, adjudicated delinquent of, pleads guilty or nolo contendere with respect to, or receives probation before judgment with respect to, a violent criminal offense.

(2) "Corrective action plan" means a plan that includes information concerning conditions in the school that may have contributed to the commission of the offenses set forth in §B(4) of this regulation. A corrective action plan shall describe any behavioral interventions that will be used to address problems in the school.

(3) "Local school system" means any of the 24 local public school systems in the State.

(4) "Persistently dangerous school" means a school in which each year for 3 consecutive school years, the total number of student suspensions for more than 10 days or expulsions for any of the following offenses equals 2-1/2 percent or more of the total number of students enrolled in the school.
(a) Arson or fire;
(b) Drugs;
(c) Explosives;
(d) Firearms;
(e) Other guns;
(f) Other weapons;
(g) Physical attack on a student;
(h) Physical attack on a school system employee or other adult; and
(i) Sexual assault.

(5) "Safe school" means a school that has not been placed on probationary status or designated as persistently dangerous pursuant to Regulation .19 of this chapter.

(6) "School grounds" means a local school system owned or leased building and land that surrounds a school building and also includes school vehicles.

(7) "Violent criminal offense" means a crime of violence as defined in Criminal Law Article, §14-101, Annotated Code of Maryland.

13A.08.01.19

5. .19 Probationary and Persistently Dangerous School Designation.

A. Probationary Status.

(1) The State Board of Education shall place on probationary status any school having each year for a period of 2 consecutive school years, the total number of student suspensions for more than 10 days or expulsions for any of the offenses set forth in Regulation .18B(4) of this chapter equal to 2-1/2 percent or more of the total number of students enrolled in the school.

(2) The local school system shall notify in a timely manner the parents of each student attending the school that the State has placed the school on probationary status.

(3) The local superintendent shall submit a corrective action plan to the State Superintendent of Schools within 30 days of being notified by the State Board of Education that a school in the jurisdiction of the school system is on probationary status.
(4) During the probationary status the school shall implement in a timely manner strategies to reduce the commission of offenses set forth in Regulation .18B(4) of this chapter.

B. Persistently Dangerous Designation.

(1) After placing a school on probationary status, the State Board of Education shall designate that school as persistently dangerous if during the next consecutive school year the total number of student suspensions for more than 10 days or expulsions for any of the offenses set forth in Regulation .18B(4) of this chapter equals 2-1/2 percent or more of the total number of students enrolled in the school.

(2) The local school system shall notify in a timely manner the parents of each student attending the school:

   (a) That the State has identified the school as persistently dangerous; and

   (b) Of the opportunity for school transfer as set forth in Regulation .20A(1) of this chapter.

(3) If a school has been designated a persistently dangerous school, the school shall retain that designation for at least 1 full school year.

(4) Each year that a school remains identified as persistently dangerous, the local school superintendent shall submit a corrective action plan to the State Superintendent of Schools within 30 days of being notified by the State that the status of the school as persistently dangerous has not changed.

(5) The State Board of Education shall remove a school's designation as a persistently dangerous school if the school no longer meets the requirements set forth in Regulation .18B(4) of this chapter.

13A.08.01.20

6. .20 Unsafe School Transfer Policy.

A. Each local school system shall allow a student attending a public elementary or secondary school to attend a safe public elementary or secondary school within the school system if the student:

(1) Attends a persistently dangerous public elementary or secondary school; or

(2) Is a victim of a violent criminal offense as defined in Criminal Law Article, §14-101, Annotated Code of Maryland:

   (a) During the regular school day; or
(b) While attending a school sponsored event in or on the grounds of a public elementary or secondary school that the student attends.

B. The local school system shall effectuate a transfer pursuant to §A of this regulation in a timely manner following either the:

(1) Designation of a school as persistently dangerous; or

(2) Conviction of or adjudication of delinquency of the perpetrator of a violent criminal offense.

C. To the extent possible, the local school system shall allow a student to transfer to a school that is making adequate yearly progress and has not been identified as being in school improvement, corrective action, or restructuring.

D. Each local superintendent of schools shall certify annually in writing to the State Superintendent of Schools that Regulations .18—.20 of this chapter are implemented.

E. The State Department of Education shall:

(1) Maintain a list of schools determined to be persistently dangerous; and

(2) Revise the list annually.

**APPLICABILITY FOR BCPSS**

Three levels requiring interventions have been identified. They are watch list, probationary status, and persistently dangerous.

*Watch List* – a school that has for one year reached a suspension/expulsion rate of 2.45 percent or higher for the offenses set forth in the regulation.

Action: Technical assistance will be provided to schools classified as “watch list” to identify and implement interventions for the offenses that resulted in the schools classification as “watch list.”

*Probationary Status* - a school that has for two consecutive years reached a suspension/expulsion rate of 2.45 percent or higher for the offenses set forth in the regulation.

Actions: Schools identified as in “probationary status” must develop and submit to the Maryland State Department of Education a corrective action plan to identify interventions for the offenses that resulted in the schools classification as “probationary status.”

Parents must be notified of the school’s status and that if the school is classified as persistently dangerous in the following year, they can request a transfer to a non-dangerous school.
Persistently Dangerous - a school that has for three consecutive years reached a suspension/expulsion rate of 2.45 percent or higher for the offenses set forth in the regulation.

Actions: Schools classified as “persistently dangerous” must develop and submit to the Maryland State Department of Education a corrective action plan to identify interventions for the offenses that resulted in the schools classification as “persistently dangerous.”

Parents must be notified of the schools status as persistently dangerous, and that they can request a transfer to a non-dangerous school.

Development of Corrective Action Plans

The template that follows provided by the Maryland State Department of Education is used for the development of a corrective action plan. The template guides schools in probationary status or schools classified as persistently dangerous through a process that includes an assessment of need, the development of professional development opportunities, identification of strategies to disaggregate discipline data, communication of behavioral expectations, parent/family involvement, identification of interventions through a student support process, and the role of administrative changes in addressing school climate concerns. Completion of a corrective action plan for probationary status schools and schools classified as persistently dangerous is mandated through COMAR.

Additionally, objectives, milestones, strategies, and activities are identified related to the offenses that resulted in the school’s classification.

Schools on the “watch list” are required by the BCPSS to submit a corrective action plan, but in this case the plan will be used internally by BCPSS staff to assess needed interventions and provide support. The template can be used by any school that desires to develop a plan to address specific behaviors that negatively impact school climate. Technical assistance will be provided to schools required and opting to develop a corrective action plan.

BCPSS Transfer Policy

A letter is mailed to the family of each student attending schools deemed to be persistently dangerous in late July or early August for transfer requests for the upcoming school year. Each parent/guardian is given a choice of at least two alternative schools using set criteria. Parents/guardians are to return the choice document in two weeks. The BCPSS policy is to honor every request. During the time families are allotted to make their decisions, all of the schools classified as persistently dangerous hold a forum for parents/guardians. At the forum, plans for the upcoming school year are presented to parents/guardians and their input sought.

Victims of Violent Offenses

A student who is a victim of one of the violent criminal offenses reported on the Victims of Violent Criminal Offenses in Schools Report form must be allowed to transfer to another school.
## APPENDIX B

### Comprehensive Safety Plan Development Workgroup Members

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<thead>
<tr>
<th>WORKGROUP</th>
<th>MEMBERS</th>
<th>AGENCY/OFFICE</th>
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<tr>
<td>Data-driven Decision-making</td>
<td>Catherine Bradshaw*</td>
<td>Johns Hopkins University</td>
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<td>Thomas DeWire</td>
<td>BCPSS SchoolStat</td>
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<td>Kim Hoffman</td>
<td>BCPSS Long Range Compliance Plan</td>
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<td></td>
<td>Clifford Melick*</td>
<td>BCPSS Division of Research, Evaluation, Accountability, and Assessment</td>
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<td></td>
<td>Carolyn Metzler</td>
<td>Family League of Baltimore City, Inc.</td>
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<td>Antonio Williams</td>
<td>BCPSS School Police</td>
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<td>School-Family Engagement</td>
<td>Cheryl Emerson-Murray</td>
<td>BCPSS Drug Abuse and Violence Prevention Unit</td>
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<td></td>
<td>LaVerne Sykes*</td>
<td>BCPSS School, Family, Community Connections</td>
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<td></td>
<td>Tracey Wilson</td>
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<td>Policies and Procedures</td>
<td>Cookie Bryant*</td>
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<td>Christine Cichan</td>
<td>BCPSS Suspension Services Unit</td>
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<td>Karen Harris-Waites</td>
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<td>Joanna Owens</td>
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<td>Curriculum and Instruction</td>
<td>Lisa Bleich</td>
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<td>Patricia Brownlee</td>
<td>BCPSS Health Education</td>
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<td>Brian Griffith</td>
<td>Maryland State Department of Education</td>
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<td>Nicholas Ialongo</td>
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<td>Ledonia Kimball*</td>
<td>BCPSS Drug Abuse and Violence Prevention Unit</td>
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<td>Linda Muhammed*</td>
<td>Govans Elementary School PTA President</td>
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<td></td>
<td>Cassie Smith</td>
<td>BCPSS- Drug Abuse and Violence Prevention Unit</td>
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<td>Judith Smith</td>
<td>BCPSS Curriculum and Instruction and Multicultural and Diversity Programs</td>
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<tr>
<td>Professional Development</td>
<td>Susan Barrett</td>
<td>Sheppard Pratt Health Systems, Inc.</td>
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<td>Tom Bowman</td>
<td>BCPSS Teacher Principal Quality Office</td>
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<td>Sheila Drummond</td>
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<td><strong>Youth Leadership and Development</strong></td>
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<td>Donald Hurley BCPSS Drug Abuse and Violence Prevention Unit</td>
<td>Correan Baker BCPSS Interagency Services Unit</td>
<td>Delores Berry* BCPSS Principal, Dr. W.E.B. Du Bois High School</td>
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<td>Bertram McKeithen BCPSS Drug Abuse and Violence Prevention Unit</td>
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<td>Pat Parrilla BCPSS Secondary Support Unit</td>
<td>Larry Dawson Family League of Baltimore City, Inc.</td>
<td>Nzinha Oneferua-El Entrepreneur Training University Community School</td>
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<td>Sandra Wright-Short* BCPSS Drug Abuse and Violence Prevention Unit</td>
<td>Nick Ialongo Johns Hopkins University</td>
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