Report on School Climate, Student Behavior, and Discipline

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School Climate, Student Behavior and Discipline

• Guiding Regulations and Policies
• Current BCPS Data
• BCPS Framework for Climate
BCPS Framework for Climate
COMAR 13A.08.01.11: Requirements for Disciplinary Action

School systems’ disciplinary programming should:

• Implement positive behavior programming.
• Keep students connected.
• Allow administrator discretion.
• Evaluate educational and counseling needs.
• Use exclusion as a last resort.
COMAR 13A.08.01.21: MSDE’s Approach to Disproportionality

• MSDE must develop a method to analyze disproportionality’s impact on:
  o Minority students.
  o Students with disabilities.

• School systems identified as disproportionate in disciplinary practices must:
  o Create a plan to reduce the impact within 1 year.
  o Create a plan to eliminate the impact within 3 years.
Policy 0100
- Raising achievement for all students and closing achievement gaps among all students are top priorities of the Board.
- Disparities on the basis of race, special education status, gender, ethnicity, sexual orientation, gender identity (including gender expression), English language learner (ELL) status or socio-economic status are unacceptable.

Policy 5560
- Decreasing length of suspensions
- Including minimal educational services
- Allowing administrator discretion
- Revising the *Student Behavior Handbook*
Current BCPS Data

Stakeholder Survey 2017

• Elementary students feel safer than secondary students.

• Adults in BCPS had high perceptions of safety.

• Students perceive bullying to be a problem.
Stakeholder Survey 2017

I feel safe at my school.

- **Elementary**: 86.4%
- **Middle**: 70.0%
- **High**: 71.6%
Students respect each other at my school.
Stakeholder Survey 2017

Most students in my school are accepting of other students.

- Elementary: 76.2%
- Middle: 55.1%
- High: 60.1%
Most students in my school try to work out their disagreements with other students by talking to them.
Most students in my school stop and think before doing anything when they get angry.
Stakeholder Survey 2017

I feel welcome at my school.

- Elementary: 85.3%
- Middle: 73.8%
- High: 74.7%
Stakeholder Survey 2017

I feel safe at my school and/or work.
Bullying is a problem at this school.

- ES Students: 45% agreement
- MS Students: 51% agreement
- HS Students: 42% agreement
- Parents/Guardians: 31% agreement
- School-Based Staff: 40% agreement
- School Administrators: 23% agreement
Current BCPS Data

Disproportionality in BCPS

• Demographics of BCPS have changed.

• Research states students of color are three times more likely to be removed.

• BCPS suspension data is consistent with national trends and research.
Demographic Shift: Poverty

1997-1998

- FARMS: 27%
- Non-FARMS: 73%

2016-2017

- FARMS: 45%
- Non-FARMS: 55%

FARMS and Non-FARMS poverty rates comparison.
System total number of incidents: 9,783

- Special Schools: 15
- Centers: 226
- High: 4183
- Middle: 3953
- Elementary: 1320
Board Suspensions: Top Five Categories

- **Disruptive Behavior**: 176, 240, 225
- **Physical Attack on a Student**: 81, 153, 124
- **Possession of a Controlled Substance**: 91, 121, 131
- **Striking a Staff Member (Intentional/Unintentional)**: 208, 258, 246
- **Possession/Use of a Real Weapon**: 145, 165, 183

Colors represent:
- **2014-2015**
- **2015-2016**
- **2016-2017**
BCPS Suspension Data 2016-2017

Suspensions Compared with Enrollment

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<tr>
<th>Group</th>
<th>Percent of Enrollment</th>
<th>Percent of Suspensions</th>
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<td>38.8</td>
<td>66.0</td>
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<td>Multi-Racial</td>
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<td>25.1</td>
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<tr>
<td>ELL</td>
<td>3.1</td>
<td>3.7</td>
</tr>
</tbody>
</table>
Suspension Rate Comparisons

- Black: 9.3
- Hispanic: 4.0
- White: 2.9
- Multi-Racial: 5.4
- FARMS: 8.3
- Non-FARMS: 3.2
- ELL: 3.7
- General Education: 4.6
- Special Education: 11.7
Special Education, FARMS, and Race

FARMS Suspension Rate: 8.3%

Special Education Suspension Rate: 11.7%
Students’ Sense of Belonging

Belonging Domain Index Score By School Level

- Elementary: 63.9
- Middle: 48.5
- High: 49.7
BCPS Framework for Climate

Climate

Prevention

Restoration

Logical Consequences

Culture

Comprehensive Data Review
Root Cause Analysis

Key Strategy Selection and Action Planning
Quarter 1: Monitor and Adjust
Quarter 2: Monitor and Adjust
Quarter 3: Monitor and Adjust
Quarter 4: Monitor and Adjust
Prevention

Multi-Tiered System of Supports

• Tier I: Universal Prevention
• Tier II: Early Intervention
• Tier III: Intensive Intervention
Tier I: Universal Prevention

- Schoolwide Community Building
- Conscious Discipline
- Community Partners
- Youth Mental Health First Aid
Prevention

Tier II: Early Intervention

- Personalized Student Success Planning
  - Student Support Team

- Best Practices in Classroom Management

- Classroom Check-Up
Tier III: Intensive Intervention

• Individualized Educational Planning

• Crisis Prevention Institute

• Applied Behavioral Analysis
International Institute of Restorative Practices

• Circles
• Questions
• Conferences
Logical Consequences

Student Handbook

- Student responsibilities and rights
- Prevention and intervention strategies
- Parent notifications
- Code of student conduct
• Incidents are investigated.

• Each student is entitled to due process.
BCPS Framework for Climate
Questions

School Climate, Student Behavior, and Discipline