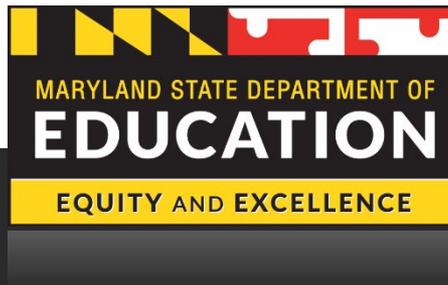


# School Discipline in Maryland



State Board Task Force on Student Discipline Regulations

January 24, 2019

# School Discipline in Maryland

- **School Discipline: A Look Backward and Forward**  
Elizabeth Kameen, Principal Counsel, Office of the Attorney General
- **Suspension and Expulsion Data**
- **Bullying, Harassment, or Intimidation Data**
- **Maryland Initiatives to Improve School Climate**

# School Discipline: A Look Backward and Forward

Elizabeth Kameen, Principal Counsel, Office of the Attorney General

- Discipline Regulations
- School Discipline Reform: Long Journey
- School Discipline Policy and Regulations: Historical Background
- Recent Studies on School Discipline
- Commission on the School-to-Prison Pipeline and Restorative Practices



# Suspension and Expulsion Data

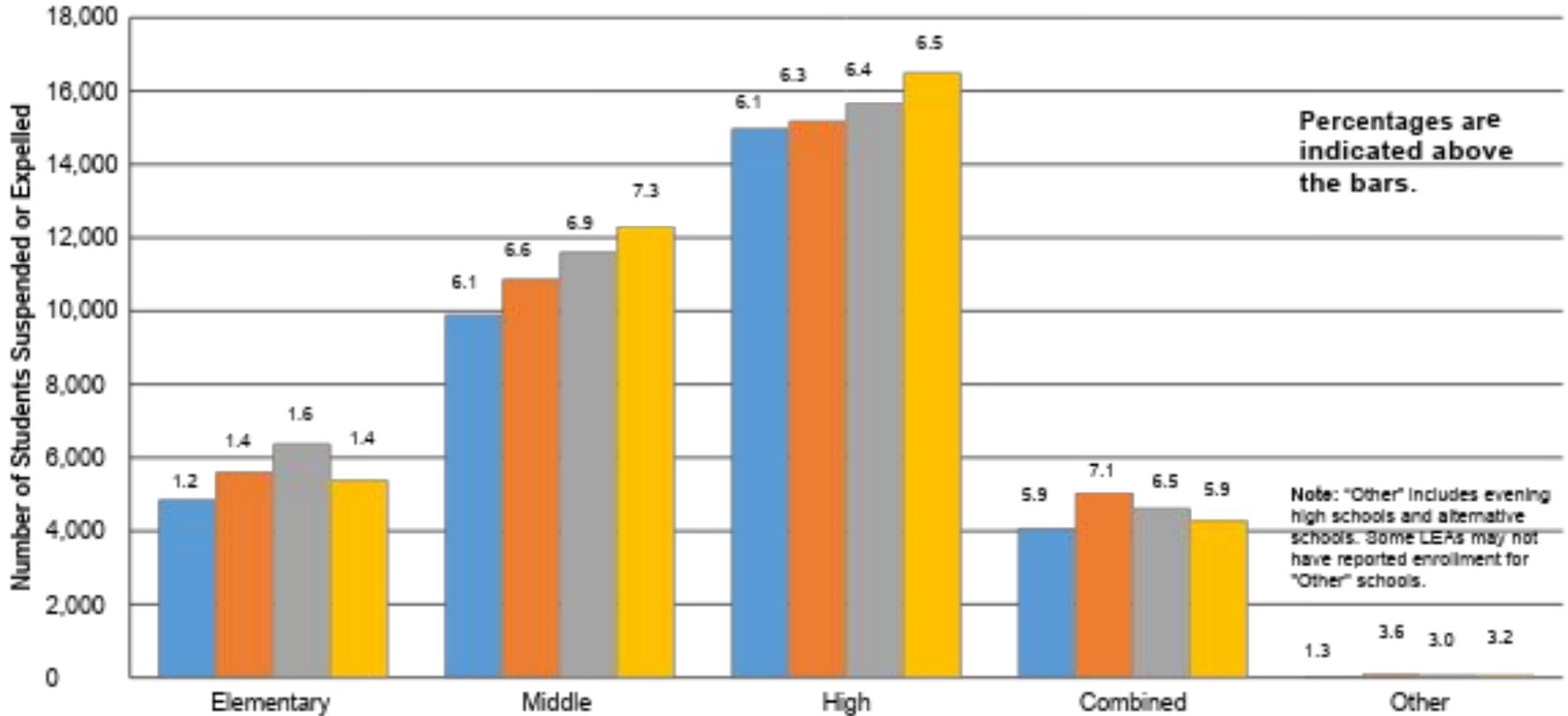
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## Number and Percentage of Students Suspended or Expelled from Maryland Public Schools in Kindergarten through Grade 12 Out-of-School Suspensions and Expulsions

School Year	Total Enrollment	Number of Suspensions and Expulsions	Percentage of Students Suspended or Expelled
2014-2015	844,129	33,823	4%
2015-2016	848,567	36,702	4.3%
2016-2017	855,276	38,254	4.5%
2017-2018	863,267	38,502	4.5%

**Source:** *Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools* 2014-2015; 2015-2016; 2016-2017; and 2017-2018 reports.

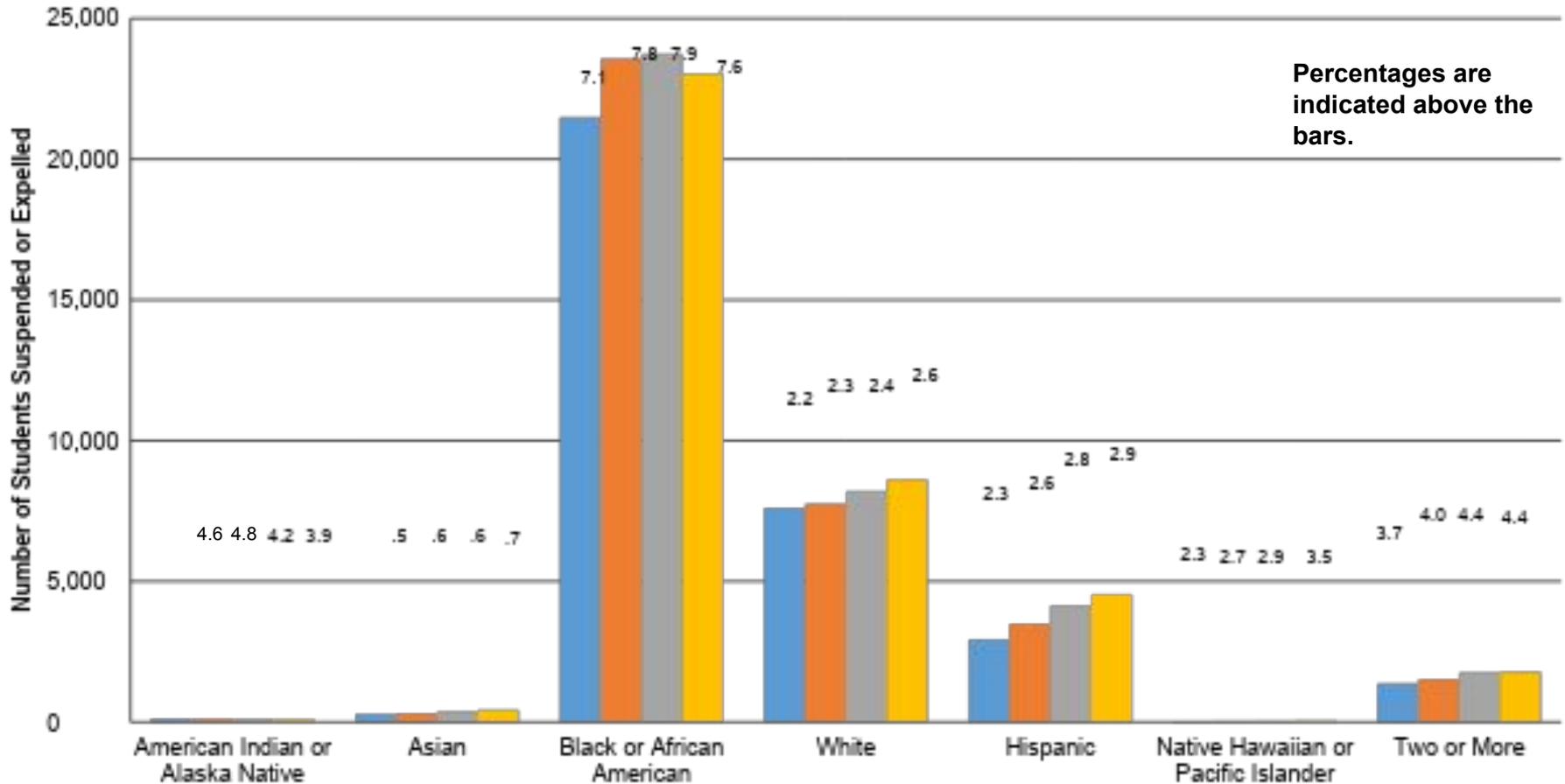
**Number and percentage of Students Suspended or Expelled from Maryland Public Schools by School Level**  
**Out-of-School Suspensions and Expulsions**



**Source:** *Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools 2014-2015; 2015-2016; 2016-2017; and 2017-2018 reports.*

**Note:** Includes pre-k suspensions and expulsions.

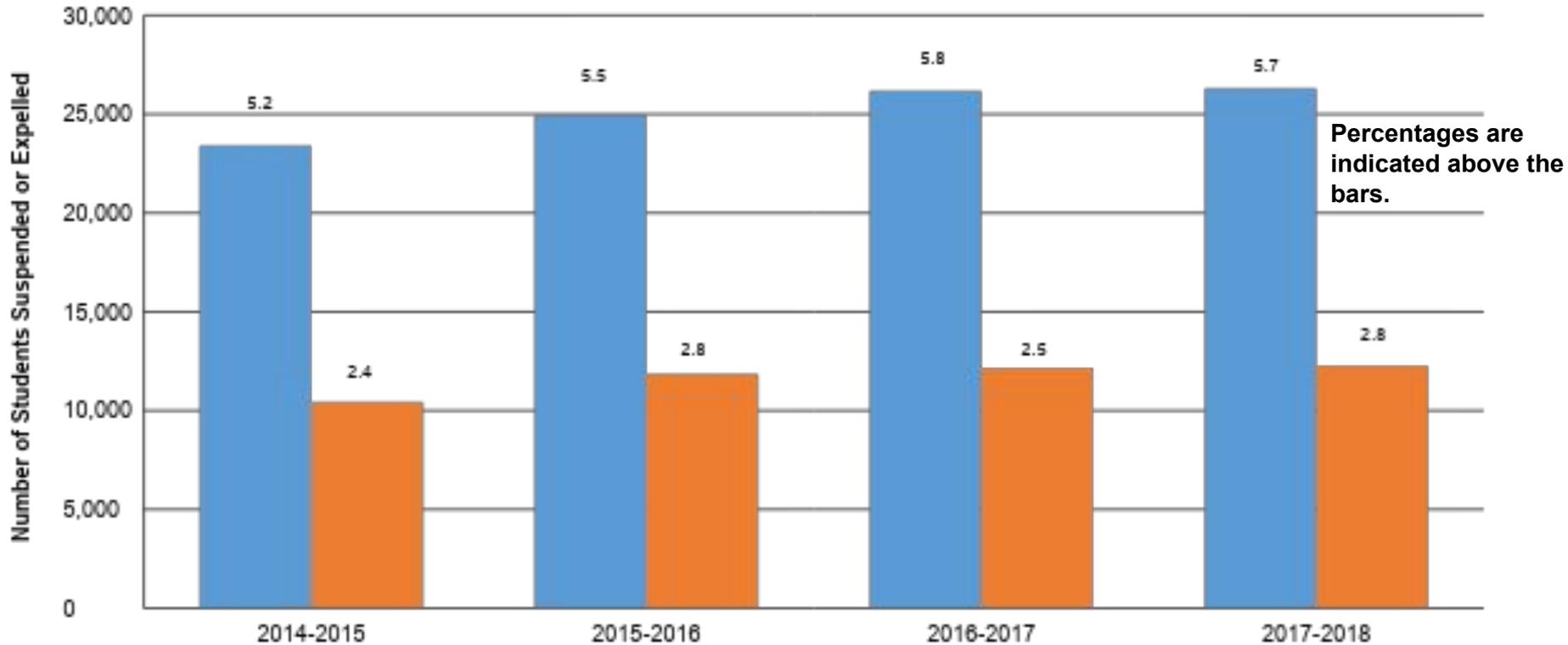
### Unduplicated Count of the Number and Percentage of Students Suspended or Expelled from Maryland Public Schools by Race/Ethnicity



Source: *Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools* 2014-2015; 2015-2016; 2016-2017; and 2017-2018 reports.

Note: Includes pre-k suspensions and expulsions.

## Unduplicated Count of the Number of Students Suspended or Expelled from Maryland Public Schools by Gender

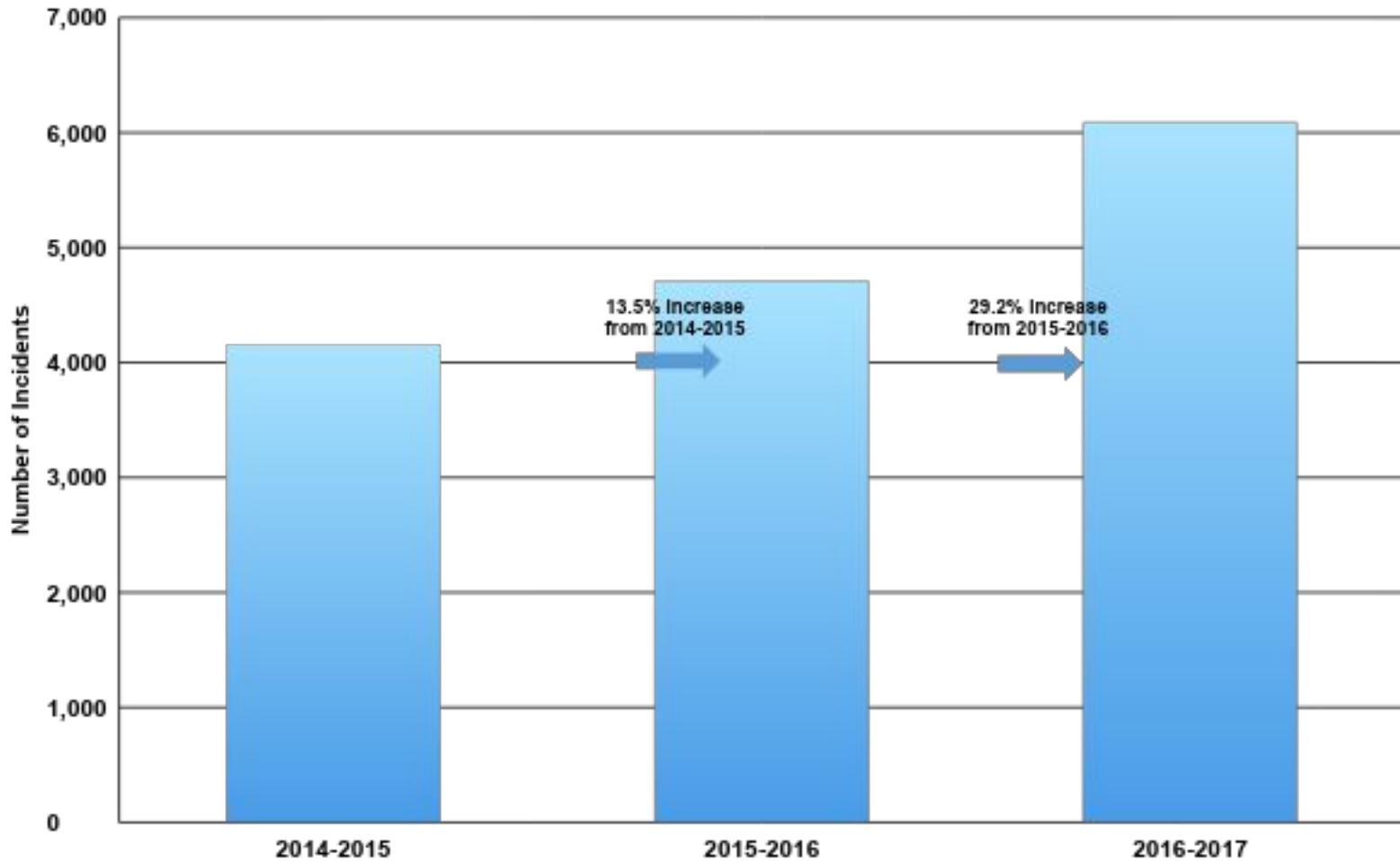


Source: Suspensions, Expulsions, and Health Related Exclusions Maryland Public Schools 2014-2015; 2015-2016; 2016-2017; and 2017-2018 reports.



# Bullying, Harassment, or Intimidation Data

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**Source:** *Bullying, Harassment, or Intimidation in Maryland Public Schools*: 2014-2015; 2015-2016; and 2016-2017 reports.

**Note:** Bullying, Harassment, or Intimidation data is collected in the fall for the previous school year and reported to the General Assembly in March of the following year.

## Statewide Descriptions of Reported Incidents

### Percentage of Reported Incidents

	2014-2015	2015-2016	2016-2017
Teasing, name calling, making critical remarks, or threatening remarks	68.3	61.2	56.2
Bullying involving physical aggression	50.4	44.7	47.6
Demeaning and making jokes	34.8	29.9	28.5
Making rude or threatening gestures	29.3	23.7	22.5
Intimidating (bullying), extorting or exploiting	25.6	24.5	20.8
Spreading harmful rumors or gossip	23.8	22.7	19.2
Sexual harassment	5.7	10.0	10.8
Excluding or rejecting the student	12.3	9.9	9.0
Cyber bullying (e.g. social media)	8.3	7.2	8.6
Electronic communication	6.9	7.7	6.2

**Source:** *Bullying, Harassment, or Intimidation in Maryland Public Schools: 2014-2015; 2015-2016; and 2016-2017 reports.*

**Note:** Top ten descriptions, ranked by 2016-2017 percentages. Each report could identify more than one description; therefore, total will not equal 100%.

## Corrective Actions – Percentage of Reported Incidents

	2014-2015	2015-2016	2016-2017
Student conference	64.4	61.9	43.4
Parent phone call	51.6	49.6	39.4
Student warning	41.5	40.2	34.2
Parent conference	27.3	25.6	24.6
Other	17.6	15.5	15.5
Counseling	19.8	17.6	13.3
Mediation	15.6	13.7	12.4
Letter of apology	4.3	4.1	11.6
Out-of-school suspension/expulsion	10.7	14.6	8.0
Behavior contract	1.9	2.2	8.7
In-school suspension	6.9	8.1	7.3

**Source:** *Bullying, Harassment, or Intimidation in Maryland Public Schools*: 2014-2015; 2015-2016; and 2016-2017 reports.

**Note:** Top eleven corrective actions, ranked by 2016-2017 percentages. Each report could identify more than one description; therefore, total will not equal 100%.



# Maryland Initiatives To Improve School Climate

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## COMAR

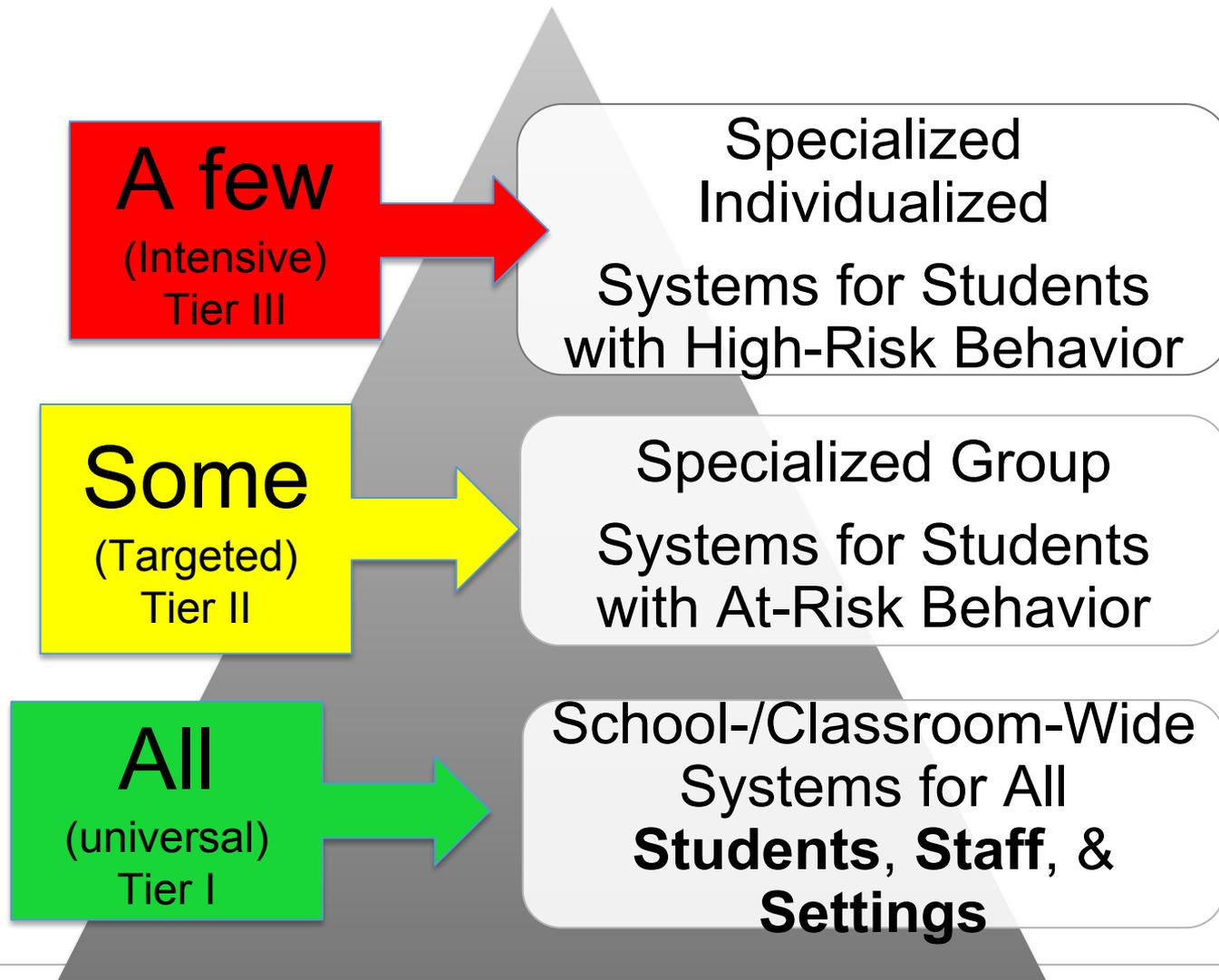
### *13A.08.06.02*

## **.02 Administrative Procedures — Suspension Rates.**

- A. Upon receipt of notification from the Department that an elementary school's out-of-school suspension rate exceeds the standard specified in §B of this regulation (10%), the local school superintendent or the superintendent's designee shall direct the principal of the school to implement:

- (1) A Positive Behavior Intervention and Support (PBIS) program; or
- (2) An alternative behavioral modification program developed in collaboration with the Department.

# Positive Behavior Intervention Supports (PBIS) Framework



A CONTINUUM OF RESTORATIVE PRACTICES

A CONTINUUM OF PBIS PRACTICES

**Intensive Intervention**

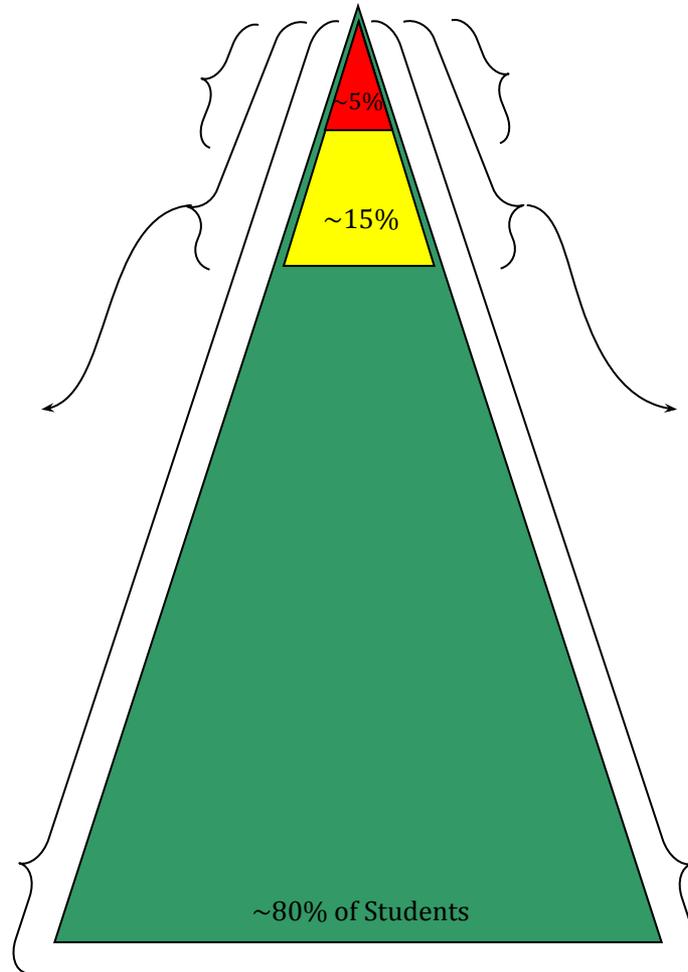
- Return from suspension  
Administrative transfer or school crime diversion:
- Victim offender meetings
  - Family/community group conferences
  - Restitution

**Early Intervention**

- Alternatives to suspension:
- Youth/peer court
  - Peer mediation
  - Conflict resolution training
  - Restitution

**Prevention & Skill Building**

- Peace-keeping circles for:
- Morning meetings
  - Social/emotional instruction
  - Staff meetings



**Intensive Intervention**

- Function-based support
- Wraparound support

**Early Intervention**

- Check-in/ Check-out
- Social Skills Curricula

**Prevention & Skill Building**

- Define and teach expectations
- Establish consequence system
- Collection and use of data

## Number and Percentage of Schools Implementing PBIS by LEA

	Number of Schools in the LEA	Number Implementing PBIS	Percentage Implementing PBIS
<b>Allegany</b>	26	18	69%
<b>Anne Arundel</b>	123	78	63%
<b>Baltimore City</b>	173	84	49%
<b>Baltimore County</b>	173	79	46%
<b>Calvert</b>	25	10	40%
<b>Caroline</b>	10	10	100%
<b>Carroll</b>	44	24	55%
<b>Cecil</b>	29	27	93%
<b>Charles</b>	38	35	92%
<b>Dorchester</b>	13	7	54%
<b>Frederick</b>	67	28	42%
<b>Garrett</b>	12	2	17%
<b>Harford</b>	54	17	31%
<b>Howard</b>	76	58	76%
<b>Kent</b>	5	5	100%
<b>Montgomery</b>	207	107	52%
<b>Prince George's</b>	209	106	51%
<b>Queen Anne's</b>	14	14	100%
<b>Somerset</b>	9	7	78%
<b>St. Mary's</b>	29	15	52%
<b>Talbot</b>	8	8	100%
<b>Washington</b>	45	18	40%
<b>Wicomico</b>	24	21	88%
<b>Worcester</b>	14	12	86%

Source: Maryland Public School Enrollment: 2017 report and PBIS Maryland

# Research Findings on PBIS in Maryland

- ✓ Significant Impacts for staff & school environment
- ✓ Significant improvements in school climate/organizational health
- ✓ System changes are sustainable over multiple years
- ✓ Significant impacts for students
- ✓ Reductions in special education services and counseling needs
- ✓ A positive effect on academic performance
- ✓ Significant reductions in teacher-reported bullying, victimization, aggressive behavior, concentration problems, and improvements in prosocial behavior and emotion regulation
- ✓ Effects strongest among “at risk” and “high risk” students

## Selected Research Publications on PBIS in Maryland

Barrett, S.B., Bradshaw, C.P., & Lewis-Palmer, T. (2008). Maryland Statewide PBIS Initiative: Systems, Evaluation, and Next Steps. *Journal of Positive Behavior Interventions*, 10(2), 105-114.

Bradshaw, C. P., Mitchell, M. M., & Leaf, P. J. (2010). Examining the effects of schoolwide positive behavioral interventions and supports on student outcomes results from a randomized controlled effectiveness trial in elementary schools. *Journal of Positive Behavior Interventions*, 12(3), 133-148.

Bradshaw, C. P. & Pas, E. T. (2011). A state-wide scale-up of Positive Behavioral Interventions and Supports (PBIS): A description of the development of systems of support and analysis of adoption and implementation. *School Psychology Review*, 40, 530-548.

Bradshaw, C. P., Pas, E.T. Pas, Debnam, K.J. & Lindstrom, S. J. (2015) A Focus on Implementation of Positive Behavioral Interventions and Supports (PBIS) in High Schools: Associations With Bullying and Other Indicators of School Disorder. *School Psychology Review*, 44, 480-498.

Bradshaw, C. P., Waasdorp, T.E., & Leaf, P.J. (2012) Effects of School-Wide Positive Behavioral Interventions and Supports on Child Behavior Problems. *Pediatrics* 130 (5), 1136-1145.

Bradshaw, C.P., Loth, C. W., Bevans, W., Katherine, B., Lalongo, N., & Leaf, P.J. (2008). The Impact of School-Wide Positive Behavior Interventions and Supports (PBIS) on the Organizational Health of Elementary Schools. *School Psychology Quarterly*, 23(4), 462-473.

Debnam, K.J., Pas, E.T., & Bradshaw, C.P. (2012). Secondary and tertiary support systems in schools implementing School-Wide Positive Behavioral Interventions and Supports (SWPBIS): A descriptive analysis. *Journal of Positive Behavior Interventions* 14(3),142-152.

## Additional State-Level Initiatives to Support Student Behavior

Program	Description	MSDE Support
Bullying Prevention Programs	The primary focus of bullying prevention programs is to raise awareness of the impact of bullying and teach students proactive skills to deal with bullying.	MSDE provides technical assistance on several programs such as Olweus Bullying Prevention and Text-2-Stop-It.
Check In/Check Out (CI/CO)	CI/CO supports small groups of students with academic and behavioral challenges by assigning them to a school mentor to assist with setting, and monitoring, daily goals.	MSDE provides regional trainings in CI/CO to school teams across the State.
Crisis Prevention Institute (CPI)	A focus of CPI is <i>Nonviolent Crisis Intervention</i> ® which gives educators the skills to safely and effectively respond to anxious, hostile, or violent behavior.	MSDE provides technical assistance.
Life Space Crisis Intervention (LSCI)	LSCI is a strategy for turning crisis situations into learning opportunities for students with chronic patterns of self-defeating behaviors.	

## Additional State-Level Initiatives to Support Student Behavior, cont'd.

Program	Description	MSDE Support
Mediation Services	Mediation services are a voluntary and confidential problem-solving process in which two or more students resolve their conflicts with the help of a trained, neutral adult mediator.	MSDE provides technical assistance.
PAX Good Behavior Game	PAX teaches students self-regulation, self-control, and self-management while collaborating with others.	
Restorative Practices	Restorative Practices teaches adults to support students in dealing with conflict management by providing opportunities to repair the harm caused, engage those harmed and affected, learn the impact of their actions, and be restored to the community.	
Second Step Early Learning	Second Step provides instruction on skills for learning, empathy, emotion management, friendship skills, and problem solving. The program spans from second to eighth grade.	

## Additional State-Level Initiatives to Support Student Behavior, cont'd.

Program	Description	MSDE Support
<p>Social Emotional Foundations of Early Learning (SEFEL)</p>	<p>SEFEL is a framework for teaching social and emotional skills to students prek-3. When implemented with fidelity, SEFEL improves social emotional and provides strategies for children with challenging behaviors.</p>	<p>There is a statewide leadership group for SEFEL that includes MSDE. Training is provided to area schools. Assistance is provided so that schools can align SEFEL practices with PBIS practices.</p>
<p>Trauma-Informed Approach and Trauma-Specific Interventions</p>	<p>Approaches that teach adults to recognize the signs and symptoms of trauma in students and respond by integrating knowledge about trauma into procedures and practices to resist re-traumatization.</p>	<p>MSDE staff are trained in the Adverse Childhood Experiences Master Training which is a trauma-informed approach and have provided training to school staff and parents.</p>

## Additional State-Level Initiatives to Support Student Behavior, cont'd.

Program	Description	MSDE Support
Youth Mental Health First Aid (YMHFA)	YMHFA is designed to teach school staff, families, and communities to identify and help students experiencing a mental health crisis.	MSDE staff are trained as instructors in Youth Mental Health First Aid and offer continuing professional development credit to school staff who wish to become instructors.

## Training to Support State-Level Initiatives for Student Behavior and Climate

- **Project Advancing Wellness and Resilience in Education (AWARE) grant:** Trained a total of 2,151 individuals in Youth Mental Health First Aid in FY 2018 bringing the total number trained to 4,292 under the Project AWARE grant.
- **Positive Behavior Interventions and Support (PBIS) grant:** Trained approximately 1,200 PBIS school-level coaches during the 2017-2018 school year on PBIS implementation, disproportionality, culture and bias, parent engagement, equity, childhood trauma, social-emotional supports for birth-five, restorative practices, inclusion, and equity.
- **Biannual administrative and professional development meetings for each of the following:** Directors of Student Services, Supervisors of School Psychology, School Counseling Supervisors, School Health Services Coordinators, Pupil Personnel/Social Worker Supervisors, and School Safety Directors.

## **Training to Support State-Level Initiatives for Student Behavior and Climate Cont'd.**

- MSDE Student Services staff are trained as trainers and provide technical assistance in Youth Mental Health First Aid, Positive Behavior Interventions and Support, Behavior Threat Assessment, Active Assailant, Adverse Childhood Experiences, School Crisis Prevention and Intervention, and Suicide Prevention.
- The MSDE partners with entities including, but not limited to, the University of Maryland, the Mental Health Association of Maryland, Sheppard Pratt Health System, Johns Hopkins University, and the Maryland Department of Health to deliver training and technical assistance to local school systems to address student behavior and climate.