

MEMORANDUM

September 22, 2009

TO: Health and Human Services Committee
Education Committee

FROM: Essie McGuire, Legislative Analyst *EMcGuire*
Vivian Yao, Legislative Analyst *VYao*

SUBJECT: **Briefing – MCPS Suspension Data and County Services for Suspended Students**

Today the Health and Human Services (HHS) and Education Committees will discuss suspension data for the Montgomery County Public Schools (MCPS) and County services for suspended students. The following individuals are expected to attend and discuss these issues with the Committees:

- Stephen Bedford, Chief School Performance Officer, MCPS
- Frank Stetson, Community Superintendent, MCPS
- Stephen Zagami, Director, Department of Student Services, MCPS
- Kate Garvey, Chief, Children, Youth, and Family Services, Department of Health and Human Services (DHHS)
- Kiran Dixit, Collaboration Council for Children, Youth, and Families

Board of Education members have been invited to attend and participate in the discussion. Board President Shirley Brandman and Board member Dr. Judith Docca are expected to attend, and other members may if schedules permit.

I. BACKGROUND

Concerns about the adequacy of support services for suspended students arose during FY10 DHHS Operating Budget discussions on the SHARP Street Suspension program. The County Executive recommended and the Council approved a reduction to FY10 funding for SHARP Street. This reduction was based on decreasing program referrals and low program attendance.

Over the past two years, MCPS has initiated an internal effort to study and implement strategies to reduce out-of-school suspensions and the disparities among population subgroups in the rates of out-of-school suspensions. The significant reductions that the school system has achieved may be an important factor in the decreased demand for SHARP program services.

At the June lunch meeting between the Council and the Board of Education, officials received an update on the SHARP program and the MCPS suspension reduction initiative. The Council expressed interest in returning to the issue in the fall after the 2008-2009 school data was finalized and had been presented to the Board, and invited Board members to attend and participate in the discussion.

The purpose of today's meeting is to review and understand the changes in MCPS suspensions, and specifically the impact on County funded services for suspended students or students at risk of suspension. This packet contains information on MCPS suspension policies, 2008-2009 school data, and the current status of available County services.

II. MCPS SUSPENSION POLICIES

State law and regulation provide for suspension “in those instances when the behavior of a student is disruptive and detrimental to the operation of the school” (COMAR 13A.08.01.11C). The Maryland Student Records System Manual further defines 41 offenses that are reasons for exclusion, meaning suspension, expulsion, or exclusion from school. The Office of Legislative Oversight Report 2007-1, *Review of Montgomery County Public Schools' "Serious Incident" Reporting*, discusses the law and these categories; an excerpt of the report containing a summary is attached on ©1-3.

The Board of Education has, in accordance with State law, established policies regarding discipline and suspension and expulsion. Board policies and regulations address both general discipline issues and some specific to more serious behaviors.¹

Board Regulation JFA-RA, *Student Rights and Responsibilities*, contains a list of “Major Infractions and Countywide Disciplinary Standards”, attached on ©4-7. This list includes five major categories which are non-discretionary expellable offenses. These relate to bomb possession or threat; distribution of intoxicants; possession of firearms; violent physical attack; or use of a weapon to cause bodily harm.

The remainder of the list is offenses with a minimum and maximum range of consequences. In some cases, for example theft, destruction of property, or use of intoxicants, the minimum includes suspensions. The range can be as broad as a minimum of a parent conference and a maximum of expulsion, reflecting the need for schools to resolve issues on a case by case basis relative to the severity of the event.

In June 2008, the Board received a report from the Disproportionate Suspension Rates Work Group that was formed to study MCPS suspension rates and develop strategies to reduce them. The recommendations presented by this group are attached at ©8-9. The work group has continued to work with schools to understand their suspension patterns and implement alternative disciplinary strategies where possible; the recent work as well as the data outcomes for the most recent school year were summarized in the September 2009 report to the Board attached on ©10-18.

MCPS emphasizes that the recent effort to reduce suspensions does not represent a change in policy. State law and Board policy have been and continue to be that suspension should occur only when behavior is both disruptive **and** detrimental to operation of the school. MCPS maintains that the

¹ The Board also has established policies and regulations specific to suspension of students with disabilities that are consistent with the Individuals with Disabilities Education Act (IDEA). These policies generally require that discipline interventions be coordinated with the requirements of a student's Individualized Education Plan (IEP).

increased focus on both elements of the behavior's impact has reduced and will continue to reduce the numbers of students suspended for minor and discretionary offenses.

III. MCPS 2008-2009 SUSPENSION DATA

Numbers

The data presented to the Board of Education on September 8 show a striking reduction in the overall numbers of students being suspended out of school. MCPS staff will present highlights of this data to the Committees today (©19-31).

- **Chart 5 on ©26 shows that the number of suspensions has reduced nearly in half in the last three years**, with 9,194 students suspended in 2007, 7,744 in 2008, and 4,503 last year in 2009. Overall the percent of students suspended decreased countywide from 4.6 percent of students to 2.5 percent of students.
- The trend in number of suspensions is decreasing for all population subgroups; however, the disparities among subgroup rates of suspension persist.
- Suspensions are categorized as discretionary or non-discretionary; as the reduction effort continues, the proportion of discretionary suspensions should decrease relative to the non-discretionary. Chart 11 on ©31 shows a concerning disparity that persists among racial groups with regard to discretionary suspensions.

It is important to note that MCPS is in the second year of this effort; MCPS staff has stated the system's intent to use the 2008-2009 results to further reduce avoidable out-of-school suspensions and to focus attention on other discipline interventions as well, such as in-school suspensions.

Incidents

In recent Council and Board discussions on suspension services, MCPS and DHHS staff have observed that students receiving out-of-school suspensions in FY09 had greater needs than suspended students in prior years who received community services such as SHARP. MCPS has stated that many of the students who would have been appropriately referred to SHARP are now being served within the school setting.

MCPS produces a report titled "School Safety and Security at a Glance" that summarizes suspensions and other serious incidents by type of incident and by school (sample information page on © 32). This information is not yet public for the 2008-2009 school year and is expected later this fall.

Circle 33 shows the State summary data for the 2007-2008 school year by incident and demographic group; *this report does not reflect the additional decline shown in the most recent data above*. This data shows that the category of attack/threat/fighting was by far the most common incident for suspension (3,628), followed by disrespect/ insubordination/disruption (1,829).

MCPS provided the following tables that show the incidents for which students were most often suspended at each school level for the past two school years.

Elementary	
2008	2009
Physical attack – student	Physical attack – student
Physical attack - teacher	Physical attack - teacher
Fighting	Fighting
Middle	
2008	2009
Fighting	Fighting
Physical attack – student	Physical attack – student
Disrespect	Disrespect/Insubordination
High	
2008	2009
Fighting	Fighting
Disrespect	Physical attack – student
Physical attack – student	Disrespect
Theft	Drugs

A great deal of behavior and school information is becoming available with increasing reporting and analysis. **When the most recent safety and security data is available, MCPS and the County may be able to use this information to analyze what kinds of service needs students may have and where they are geographically most needed. This will be a critical step in improving the connection between suspended students and County services.**

MCPS Referral Policies²

Board Regulation JGA-RB, *Suspension or Expulsion of an MCPS Student*, does not include guidance for principals or other MCPS officials to refer suspended students to out-of-school services during suspensions lasting 10 days or less. In the case of such suspensions, the principal is required to confer with teachers, parents, and the student upon return to school and to “develop a program designed to prevent recurrence of the disciplinary infraction, if appropriate.”

The policy states that if a principal recommends a student for suspension for longer than 10 days, the field supervisor of pupil services investigates, renders a decision, and “may authorize alternative programs or services, such as Home and Hospital Teaching.”

MCPS provided a list of “Community Resources for Suspended or Expelled Students” (©34-38) and states that this list is updated and sent to principals twice per year. The graphic on ©18 also indicates various levels of programs for students who are at risk of being suspended or require more intensive intervention.

It is unclear to what extent schools refer students to services during suspension and how information about community based services is communicated to schools and to families. **The Committees may want to further discuss with MCPS how principals use the community resource list, and what other practices may be in place to connect families to services.** Are consistent guidelines in place, or do referral practices vary from school to school?

² As noted earlier, suspension policies and practices are modified for students with disabilities as required by law. This section on referral does not relate to students with disabilities, who may require or be entitled to services under their IEP even while suspended.

IV. COUNTY SERVICES AND SHARP UPDATE

SHARP Street Suspension Program

The SHARP Street Suspension Program continues to be the primary services available to students during the course of their suspensions. The program provides a safe, structured environment where suspended student received emotional and academic support and guidance. Services are delivered through a paid site director and volunteers. Three program sites in Sandy Spring, Burtonsville and Gaithersburg are currently open and available to serve suspended students in FY10. Additional update information is provided at ©39-40.

The number of program sites is down from the seven sites open in FY09. The reduction in program referrals and attendance in FY09 was an important factor in downsizing the program. Updated statistics on referrals and attendance for FY09 are provided at ©42. In summary, these statistics show that for FY09:

- Referrals were down by about 37% overall;
- Referral policies appear to differ substantially by site. The percentage of suspended students referred to SHARP varied between 1% and 71%.
- The average monthly attendance for all sites was about 6 students, with a low of 0 and a high of 20.
- Approximately, 85% of students suspended from schools referring to SHARP or 1170 students, were not served by the SHARP program.

Although referrals and attendance decreased significantly for FY09, DHHS reports that the suspended students seeking County funded services are presenting with more intensive needs, including “aggressive behavior, impulsive behaviors, significant family problems, substance abuse, and gang involvement or at-risk of gang involvement.”

Other Community-Based Support Services for Youth

A number of community-based support services are available to students that address environmental or behavioral issues that may contribute to their being suspended. DHHS has provided a list at ©40 of County-funded programs that focus on creating safe and positive opportunities for youth, and include mentoring, after school, mental health, educational, family support services.

The Collaboration Council describes at ©43-48 its services for children with intense behavioral and emotional needs and their families, which are funded through State and County resources. Checklists at ©49-50 provide general guidelines for referrals to the Local Access Mechanism office and eligibility criteria for wraparound services.

As noted above, MCPS distributes a list of “Community Resources for Suspended or Expelled Students” (©34-38) to principals twice yearly.

There is some overlap in the three resource lists. Many of the programs referenced by DHHS and MCPS are preventative in nature and do not explicitly target students who are suspended or develop a comprehensive response to suspension.

The following chart summarizes some of the services identified by DHHS and the Collaboration Council that serve youth with more intense behavioral or emotional needs:

Services for Youth with Greater Needs

Organization	Services	Referral Source	County Funding	Barriers
Identity, Inc.	Youth Opportunities Center	Self-referral, Parents, MCPS, DHHS, DJS, Police, Rec, Libraries	\$548,992	Space issues limit ability to serve more youth.
Identity, Inc.	After School	Self-referral, Parents, MCPS, DHHS	\$318,362	Transportation home after school, particularly for middle school.
Identity, Inc.	HS Wellness Center	Self-referral, Parents, MCPS, DHHS	\$562,500	Some misunderstanding that services involve physical or reproductive health.
Pride Youth Services	Youth Opportunity Center	MCPS, DHHS-SASCA, DJS, Community Programs	\$69,671	Space issue in down county area.
DHHS--Street Outreach Network	Outreach and engagement with high risk and gang-involved youth	MCPS, DHHS, Police, Libraries, Nonprofits, Public Communications	\$401,329	
KHI	Level 1 outpatient substance abuse treatment	DHHS-SASCA: Self-referral, Parents, MCPS, DJS, Police	\$131,672	Limited treatment slots. Averages 5 youth and 30-45 day wait for services.
Journeys Program	Intensive outpatient substance abuse treatment and after school program	DHHS-SASCA, DJS, Juvenile Drug court	\$167,256	Additional transportation services and limited treatment slots. Average 6-8 youth and 2-3 month wait for DJS and DHHS referrals.
Suburban	Level 1 outpatient substance abuse treatment	DHHS-SASCA: Self-referral, Parents, MCPS, DJS, Police	\$131,672	Limited treatment slots and transportation for down county. Average 2-3 youth and 3-4 weeks wait for services.
Latin American Youth Center	Prevention, early intervention, and diversion services	Self-referral, MCPS, DHHS, DJS, Community Programs	\$200,000	Limited mental health services and upcounty transportation and services. Averages 25 youth and 3 month wait for some services.
Collaboration Council: Local Access Mechanism (LAM)	Referrals for services, family navigator, LCC, and temporary care coordination	Self-referral, Parents, MCPS, other information referral services	State: \$120,000	None
Collaboration Council: Local Coordinating Council (LCC)	Interagency problem solving and referral to wraparound provider	LAM and child serving agencies including DHHS, MCPS, DJS	State: \$39,226	68% reduction in funding for FY10
Collaboration Council: Early Intervention Wraparound	Child and family team, plan of care that provides for purchase of services, care coordination	LAM and LCC	\$1,000,000	Insufficient funding. Averages 35-50 youth on waitlist. County funding supports more intensive cases when State processes limit access to State-funded services.
Intensive Intervention Wraparound	For youth with intensive needs (e.g., involved with child welfare, DJS, hospitalizations, etc.)	Hospitals, residential treatment centers, and child serving agencies to Care Management Entity	State: \$713,000	Restrictive criteria and processes make access difficult. 35-50 youth on waitlist. Collaboration Council provides monitoring and oversight of CME.

Although some services may occur during the period of a student's suspension, Council staff notes that **these programs are not intended to be a primary response to suspension or to serve students for their period of suspension.** These services address ongoing behavioral or environmental issues that may put students at a greater risk of being suspended.

Most of these programs accept self-referrals and referrals from MCPS. Barriers to accessing these services include limited funding of services, transportation, and space. **Six programs report a waitlist or unmet demand for services, particularly for mental health, substance abuse treatment, and wraparound services for youth.**

V. DISCUSSION ISSUES

The SHARP program filled a service need of targeted academic and behavioral support for students during their suspensions. However, all indications are that the program is appropriate for a decreasing proportion of suspended students. The array of community based services identified by MCPS, DHHS, and the Collaboration Council may meet more intensive needs of students, but does not appear similarly focused to engage students during suspension hours.

Given the current fiscal environment, it may be difficult to significantly expand or initiate County services. However, additional information regarding student needs could identify areas where redirected funds or incremental increases could improve access to services for vulnerable students. The Committee may be interested in exploring the following questions with the panel.

- To what extent is the SHARP program in its current model appropriate for students suspended from MCPS? Are there adjustments in structure or referral practice that would better tailor the program to meet student needs?
- Does the County need other community based services that are targeted to suspended students, similar to the SHARP model but for students with more intensive needs? What information does MCPS or DHHS have about where suspended students not engaged in SHARP go for services?
- How can the County increase access to community based services? The above chart identifies barriers to service including transportation and limited capacity and funding. Any additional County funding could be targeted to reduce the reported program waitlists or expand capacity even incrementally for vulnerable youth. In addition, are there opportunities to support community services through improved referral coordination? Could small investments such as purchasing vans or sharing County space increase program capacity?
- How can MCPS referral practices support connecting families to services? At what point do counselors, Pupil Personnel Workers, or other MCPS staff become involved in assisting families seeking services outside of the school setting?

PART B. MARYLAND STATE LAWS

State law requires local schools systems to report suspension and expulsion data, and data about incidents of harassment or intimidation (bullying) to the Maryland State Department of Education (MSDE).²⁰ The MSDE Student Records System Manual sets forth how schools must collect and report suspension and expulsion data. The Safe Schools Reporting Act of 2005 details how schools must collect and report information about incidents of harassment or intimidation against students.²¹

Reporting Suspension and Expulsion Data. The 2006 Maryland Student Records System Manual lists 41 "offenses" or reasons for "exclusion" to classify a student's behavior leading to suspension, expulsion, or exclusion from school.²² Local school systems report suspension and expulsion data annually to the MSDE by September 1st. (See Appendix Document #24 for a copy of this Manual.)

The Manual divides the 41 offenses or reasons for exclusion from school into the following categories: 1) eight "major offense" categories, 2) Individuals with Disabilities Education Act (IDEA) offenses,²³ and 3) health-related exclusions. Table 4-1 (page 34) lists the 41 offense or exclusion bases by category.

The Manual also lists the following eleven "disposition" levels that schools must use to "best describe[] the action taken in response to the offense."²⁴

- Out-of School Suspension;
- Out-of School Suspension - educational services provided;
- Out-of School Suspension - conduct determined to be manifestation of disability;
- Out-of School Suspension – educational services offered and rejected by student;
- 45 School Days Unilateral Removal;
- Placement Determined by Hearing Officer;
- Expulsion – educational services provided;
- Expulsion – educational services rejected (withdrawn);
- Expulsion – no educational services provided (withdrawn);
- Returning to School after Health Exclusion; and
- In-school Suspension.

²⁰ The discussion in this section is limited to the information MCPS must report to the State related to disciplinary incidents. School systems also must report information to the State on topics such as student attendance, enrollment, and performance. See 2006 Maryland Student Records System Manual. The Maryland Student Records System Manual identifies the minimum information that school systems must collect about students. Code of Maryland Regulations title 13A, § 08.02.09. The Manual is incorporated by reference into Maryland regulation and has the force of law. Annotated Code of Maryland, Education, § 2-205(c)(1); Code of Maryland Regulations title 13A, § 08.02.01.

²¹ Annotated Code of Maryland, Education, § 7-424.

²² Two of the 41 categories are exclusions for "immunizations" and "personal health" and three are limited to circumstances involving disabled students when weapons or drugs are involved.

²³ The Individuals with Disabilities Education Act defines drug and firearm offenses differently than the MSDE. Schools use IDEA offense codes for drug or firearms incidents involving students with disabilities.

²⁴ 2006 Maryland Student Records System Manual at E-7.

**TABLE 4-1
BASES FOR SUSPENSION, EXPULSION, OR EXCLUSION IN MARYLAND PUBLIC SCHOOLS**

SUSPENSION AND EXPULSION OFFENSES BY MAJOR OFFENSE CATEGORY	
Attendance	Arson/Fire/Explosives
<ul style="list-style-type: none"> • Class cutting • Tardiness • Truancy 	<ul style="list-style-type: none"> • Arson/Fire • False Alarm/Bomb Threat • Explosives
Weapons	Sex Offenses
<ul style="list-style-type: none"> • Firearms • Other Guns • Other Weapons 	<ul style="list-style-type: none"> • Sexual Assault • Sexual Harassment • Sexual Activity
Dangerous Substances	Disrespect/Insubordination
<ul style="list-style-type: none"> • Alcohol • Inhalants • Drugs • Tobacco 	<ul style="list-style-type: none"> • Disrespect • Insubordination • Harassment • Classroom Disruption • Inciting/Participating in Disturbance
Attack/Threats/Fighting	Other
<ul style="list-style-type: none"> • Physical Attack – Teacher/Staff • Physical Attack – Student • Verbal or Physical Threat to Teacher, Staff, or Others • Verbal or Physical Threat to Student • Fighting • Extortion • Bullying • Serious Bodily Injury 	<ul style="list-style-type: none"> • Academic Dishonesty/Cheating • Portable Communication Devices • Theft • Trespassing • Unauthorized Sale or Distribution • Vandalism/Destruction of Property • Refusal to Obey School Policies
IDEA OFFENSES	HEALTH-RELATED EXCLUSIONS
<ul style="list-style-type: none"> • Sells or Solicits Sale of Controlled Substance • Possesses or Uses Illegal Drugs • Bringing or Possessing a Firearm Onto School Property or To a School-Sponsored Event 	<ul style="list-style-type: none"> • Immunizations • Personal Health

Source: 2006 Maryland Student Records System Manual

MCPS annually reports these suspension and expulsion data to the Maryland State Department of Education. MSDE publishes the information in two annual reports:

- *Maryland Public School Suspensions by School and Major Offense Category*; and
- *Suspensions, Expulsions, and Health Related Exclusions: Maryland Public Schools*.

Safe Schools Reporting Act of 2005. In 2005, the Maryland General Assembly enacted the Safe Schools Reporting Act of 2005, requiring local school systems to "report incidents of harassment or intimidation against students attending a public school"²⁵

This is the only state law that requires school systems to report *incidents* directly to the State. The laws detailed above require school systems to report to the State *disciplinary responses* to incidents. (See Appendix Document #25 for a copy of this law.)

Under this Act, local school systems must use MSDE-created forms to provide a system for students, their parent or guardian, or a "close adult relative" to report and for the school system to investigate incidents of harassment or intimidation (bullying).²⁶ Local School systems must provide an annual report of incidents to the MSDE which, in turn, must provide an annual report to the Maryland General Assembly.²⁷ (See Appendix Document #26 for a copy of the 2006 MSDE report.)

²⁵ Annotated Code of Maryland, Education, § 7-424(b)(1). "Harassment or intimidation" means: [C]onduct, including verbal conduct, that:

(1) Creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

(i) Motivated by an actual or a perceived personal characteristic such as race, national origin, marital status, sex, sexual orientation, gender identity, religion, or disability; or

(ii) Threatening or seriously intimidating; and

(2) Occurs on school property, at a school activity or event, or on a school bus.

Ibid. § 7-424(a).

²⁶ Ibid. § 7-424(b)(2), (c)(1).

²⁷ Ibid. § 7-424(d)-(e).

(4) Members of the school community be aware of the MCPS policies and regulations that involve disciplinary standards

b) Major Infractions and Countywide Disciplinary Standards

The nature of the following infractions requires consistent action from and direction for all schools. The consequences may be modified, as appropriate, for special education students in accordance with federal and state law.

COUNTYWIDE DISCIPLINARY INFRACTIONS

INFRACTION	REQUIRED ACTION	ADDITIONAL REFERENCE
Nondiscretionary Expellable Offenses		
Bomb/Facsimile Possession or Bomb Threats	Police referral Recommendation for Expulsion	Regulation EKC-RA: <i>Bomb Threats/Explosive Devices</i>
Evidence of intent to distribute or Distribution of Intoxicants	Police referral Recommendation for Expulsion	Regulation COF-RA: <i>Intoxicants on MCPS Property</i>
Possession of Firearms, including starter guns	Police referral Recommendation for Expulsion	Regulation COE-RA: <i>Weapons</i>
Violent Physical Attack on a Student or Staff Member ⁴	Police referral Recommendation for Expulsion	
Weapons Used to Cause Bodily Harm/Injury	Police Referral Recommendation For Expulsion	Regulation COE-RA: <i>Weapons</i>

⁴ Violent physical attack on another that requires medical attention outside of the school health room.

INFRACTION	MINIMUM	MAXIMUM	ADDITIONAL REFERENCE
Offenses with a Range of Consequences			
Academic Dishonesty or Plagiarism ⁵	Conference	Recommendation for Expulsion	
Bullying ⁶	Conference	Recommendation for Expulsion	
Computer Abuse	Loss of computer privileges Restitution	Recommendation for Expulsion Restitution Police Referral	Regulation IGT-RA: <i>User Responsibilities for Computer Systems, Electronic Information, and Network Security</i>
Destruction of Public Property (Vandalism)	Police referral Suspension Restitution	Police Referral Recommendation for Expulsion, Restitution	Regulation ECC-RA: <i>Loss of MCPS Property</i>
Extortion	Suspension	Recommendation for Expulsion	

⁵ Examples of academic dishonesty include, but are not limited to the following; the willful giving or receiving of an unauthorized, unfair, dishonest or unscrupulous advantage in academic work over other students, using fraud, duress, deception, theft, trickery, talking, signs, gestures, copying, or any other methodology including the use of photographs without the permission of the photographer.

⁶ Bullying—refer to definition on page 2.

INFRACTION	MINIMUM	MAXIMUM	ADDITIONAL REFERENCE
Firesetting	Police Referral Suspension Restitution	Recommendation for Expulsion	Regulation ECC-RA: <i>Loss of MCPS Property</i>
Hazing ⁷	Conference	Recommendation for Expulsion	
Possession of a knife ⁸	Conference	Police Referral, Recommendation for Expulsion	
Possessing Other Weapons (including, but not limited to, firearm facsimiles, BB guns, pellet guns, paintball guns, and other firearm "look-alike" weapons)	Conference	Police Referral Recommendation for Expulsion	Regulation COE-RA: <i>Weapons</i>
Physical Attack on a Student	Conference	Recommendation for Expulsion	
Physical Attack on a Staff Member	Conference	Recommendation for Expulsion	
Possession or Use of Intoxicants	Police Referral Suspension	Police Referral Recommendation for Expulsion	Regulation COF-RA: <i>Intoxicants on MCPS Property</i>
Sexual Harassment	Conference	Recommendation for Expulsion	Regulation ACF-RA: <i>Sexual Harassment</i>
Sexual Offenses	Police Referral Suspension	Police Referral Recommendation for Expulsion	Regulation ACF-RA: <i>Sexual Harassment</i>
Sexual Activity (consensual)	Conference	Suspension	Regulation ACF-RA: <i>Sexual Harassment</i>

⁷ Hazing is an act which recklessly or intentionally subjects a student to mental or physical discomfort, embarrassment, harassment, or ridicule for the purpose of initiation into an organization.

⁸ Intentional possession of a knife requires police referral.

INFRACTION	MINIMUM	MAXIMUM	ADDITIONAL REFERENCE
Theft (taking of property without the owner's consent)	Suspension	Police Referral- Recommendation for Expulsion	
Theft, if over \$500 for a single incident	Police Referral Conference	Recommendation for Expulsion	
Burglary (breaking and entering of a building or occupied structure with the intent to commit a crime therein)	Suspension	Police Referral Recommendation for Expulsion	
Threat (verbal, electronic, or written)	Conference	Police Referral Recommendation for Expulsion	
Verbal Abuse	Conference	Police Referral Recommendation for Expulsion	
Hate/Violence	Police Referral Conference	Police Referral Recommendation for Expulsion	Reference hate/violence guidelines (Contact Human Relations Compliance Officer for copy)
Gang-related Incident	Police Referral Conference	Police Referral Recommendation for Expulsion	

c) Local School Discipline Plan

Policy JGA, *Student Discipline*, Policy JFA, *Student Rights and Responsibilities*, and Regulation JGA-RA: *Classroom Management and Student Behavior Interventions* require that each school adopt a local disciplinary plan that should include a procedure for handling student grievances and appeals. The local plan would be used in

Recommendations of the Work Group

The work group has developed the following ten specific recommendations to reduce suspensions. Each recommendation is designed to foster a positive environment without excluding students from learning opportunities. The recommendations fall into the four main areas mentioned earlier—cultural competence, equitable practices, relationships, and communication. These recommendations are currently in draft form. As part of the strategic planning process, they will be evaluated by system leadership, in collaboration with the MCPS employee associations. Some of the recommendations are already encompassed in the work we are doing on equity.

- *Recommendation #1:* Ensure suspension as a consequence is limited to behavior that is both disruptive **and** detrimental to the operation of the school (Maryland and MCPS regulations). This requires a two-pronged analysis of the situation—analyzing both the individual behavior and its effect on overall school operations. Both elements must be present to justify a suspension.
- *Recommendation #2:* Identify clearly defined alternatives to out-of-school suspension. These alternatives must include opportunities for continuous learning. Practices such as the use of Friday afternoon detention can be used as an alternative to suspension. It is also important that students are supported in understanding the cause and effect of their behaviors. With this understanding they are able to develop personal improvement plans. These plans have served as effective alternatives to suspension.
- *Recommendation #3:* Utilize Functional Behavior Assessments (FBA) and Behavioral Intervention Plans for students who are considered at risk for suspension because of patterns of behavior that may lead to suspension. An FBA, which would be conducted for a student identified as at risk for suspension, identifies potential triggers and helps school staff and the student understand how to prevent problematic situations. As a result of a FBA, a Behavioral Intervention Plan may be developed to provide a structured way for the school and the student to mitigate inappropriate behaviors. The assessments and plans may serve as a means to intervene and develop strategies to assist students to remain in the classroom and at school.
- *Recommendation #4:* Make sure that equity targets and action plans are integrated into school improvement plans. Equity targets, such as decreasing suspensions and their disproportionality, should be transparent and have appropriate actions for improvement in the plans.
- *Recommendation #5:* Continue the process for establishing equity teams at central office and at local schools to lead, support, and monitor the equity targets. This is an outgrowth of MCPS' work with Mr. Glenn Singleton and *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*.

- *Recommendation #6:* Engage parents and community stakeholders in partnerships to establish shared ownership for student success. The aim should be for parents and school staff to form a “circle of adults” to assist students to achieve.
- *Recommendation #7:* Utilize the *Studying Skillful Teacher* principles to deliver a comprehensive professional development plan at each school focusing on cultural competence, high expectations for all students, building positive relationships with students, and engaging students in rigorous instruction. The aim is to bring these skills to scale across the school system.
- *Recommendation #8:* Increase focused training on disproportionate suspension in leadership development programs in the areas of behavior management, data analysis, decision-making processes and procedures, cultural sensitivity, proper investigative procedures, processes for students with disabilities, and classroom management techniques.
- *Recommendation #9:* Systemize the following accountability structures for suspensions:
 - Include suspensions as a data point for M-Stat
 - Utilize the Office of School Performance’s Monitoring Tool as part of the supervision by community superintendents and directors of school performance to review individual schools and quad/quint cluster data on a regular basis at meetings with principals
 - Conduct monthly monitoring and review of suspensions at each school
 - Use Plan Do Study Act (PDSA) process for data review and planning
- *Recommendation #10:* Increase district’s analyses of suspension rates disaggregated by incident type to determine what factors may need to be addressed around particular types of incidents.

Conclusion

As MCPS moves forward, it is imperative that the incipient success occurring in the district is nurtured and developed. Eliminating disproportionate suspension rates between White and Asian American students and African American and Hispanic students is an attainable goal. It is, however, not easily attainable. MCPS’ commitment to this goal is inherently linked to eliminating the achievement gap. The work to achieve these goals is rooted in the belief that all students can learn and achieve at high levels. In our effort to eliminate the achievement gap, MCPS continues to study race in order to increase the cultural competence of its staff members, and to apply equitable practices designed to increase student engagement. Eliminating the gap requires a commitment to improved practices, close monitoring of student data, and the belief that success in this area is inexorably dependent on culturally competent staff members committed to high-quality teaching and learning.

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

September 8, 2009

MEMORANDUM

To: Members of the Board of Education

From: Jerry D. Weast, Superintendent of Schools

Subject: Goal 1: Ensure Success for Every Student—Reduction of Suspensions

Executive Summary

The Montgomery County Public Schools' (MCPS) strategic plan, *Our Call to Action: Pursuit of Excellence*, states that, "All schools will eliminate the disproportionate suspension rates of African American, Hispanic, and special education students." To this end, a multi-stakeholder work group was formed to study this issue and to develop a comprehensive strategy to reduce the out-of-school suspension rates of African American, Hispanic, and special education students. On June 23, 2008, the work group provided ten recommendations to the Board of Education to address the over-representation of these three student groups with regard to suspensions. Subsequent to the presentation to the Board of Education and further review, nine recommendations were finalized.

Beginning in August 2008, the work group's co-chairs, Mrs. Betty J. Collins, director, Staff Development Initiatives Team, and Dr. Frank H. Stetson, community superintendent, led the system's effort to implement the recommendations. Principals, assistant principals, and principal interns were trained on implementation of the recommendations. The M-Stat Suspension team was formed to carry on the work and to provide a systematic means of monitoring the progress toward meeting the strategic plan goal of eliminating disproportionate suspension rates. This M-Stat team continues to work on ensuring consistent implementation of the recommendations and providing a systemic infrastructure for monitoring progress.

There has been a sharp decrease in out-of-school suspensions at all school levels, demonstrating that the sustained focus on the issue of out-of-school suspensions, along with the extensive training provided, have begun to yield real results. Although much work remains, there are encouraging signs of progress. Detailed below is an overview of the progress made during the 2008–2009 school year.

Background

The recommendations of the Disproportionate Suspension Rates Work Group support the MCPS vision: A high-quality education is the fundamental right of every child. All children will receive the respect, encouragement, and opportunities they need to build the knowledge, skills, and attitudes to be successful, contributing members of a global society and is predicated on the following two concepts:

1. Reduce suspensions by focusing on teaching and learning and the resulting effect on student engagement and behavior development.
2. Identify alternative responses to inappropriate behavior.

The work on reduction of suspensions is consistent with the MCPS *Framework of Equity and Excellence*. Four elements were identified as critical in the effort to reduce suspensions: 1) communication, 2) cultural competencies, 3) equitable practices, and 4) relationships. The work group recommendations were as follows:

1. Limit suspension as a consequence to behavior that is disruptive **and** detrimental to the operation of the school.
2. Identify alternatives to out-of-school suspensions appropriate to elementary, middle, and high school students. These alternatives must include opportunities for continuous learning so students understand the cause and the effect of their behaviors.
3. Utilize the school's collaborative problem-solving process, including the pupil personnel worker and psychologist as appropriate, to provide an individualized plan for support, intervention, and case management for each student who is suspended more than one time during the school year. Among the supports and interventions to be considered are use of a Functional Behavior Assessment, Behavior Intervention Plan, and referral for more intensive student/family services.
4. Ensure that equity targets and action plans are integrated into school improvement plans. All school improvement plans are expected to have at their core a focus on promoting equity for all students. MCPS will provide supports to build the capacity of school and office leadership teams to complete this work.
5. Engage parents and community stakeholders in partnerships to establish shared ownership for student success.
6. Institutionalize implementation of culturally competent instruction in order to promote equity and eliminate disproportionate suspensions. Utilize the *Studying Skillful Teacher*

principles to deliver a comprehensive professional development plan at each school focusing on the following:

- Cultural competence
- Equitable classroom practices
- High expectations for all students
- Building positive relationships with students
- Engaging students in rigorous instruction

Involve school-based staff, including staff development teachers, in this effort to bring these skills to scale across the school system.

7. Build the capacity of current and aspiring leaders in MCPS to recognize and address disproportionate suspension rates by infusing leadership development programs with appropriate topics which include the following:
 - Behavior management strategies
 - Data analysis techniques
 - Decision-making processes and procedures
 - Cultural sensitivity
 - Courageous conversations about race
 - Proper investigative procedures
 - Processes for students with disabilities
 - Classroom management techniques
8. Systemize the following accountability structures for suspensions:
 - Include suspensions as an M-Stat data point
 - Monitor and review suspension data on a monthly basis by each school
 - Utilize the Office of School Performance (OSP) Monitoring Tool as part of the supervision by the community superintendents and directors of school performance
 - Update suspension data and review county and school level data on in-school and out-of-school suspensions on a monthly basis by OSP
 - Use the Plan, Do, Study, Act (PDSA) process for data review and planning
9. Increase the district's analysis of suspension rates disaggregated by incident type to determine what factors may need to be addressed and what supports to schools will be needed.

Training of School-based Administrators

Beginning in summer 2008, a comprehensive plan to train all principals, assistant principals, and principal interns on the recommendations of the workgroup was implemented. During these trainings, emphasis was placed on the decision-making process for evaluating alternatives to suspending a student out of school (Attachment A) and utilizing the teaching and learning process to resolve problematic behaviors.

Scenarios from actual events were provided during the training to facilitate discussions related to the decision-making process and responding to a student's behavior. These discussions allowed participants to discuss the circumstances and the potential responses to the identified behaviors. The trainers offered their perspectives and expertise regarding the decision making.

M-Stat Meetings

M-Stat, the MCPS institutionalized data driven discussion/decision forum, provides the structure for in-depth analysis, monitoring, problem solving, identification, and recognition of best practices. This vehicle has proven to be particularly well suited to tackling the issue of suspensions.

A series of M-Stat meetings focusing on suspensions occurred on the following dates:

- August 16, 2008, for elementary principals and interns
- September 25, 2008, for middle and high school principals and interns
- February 25, 2009, for middle and high school principals and interns

At the initial M-Stat meetings in August and September 2008, out-of-school suspension data from the previous school year was reviewed and a comparative analysis was provided of system, level, and school results against the system's targets as identified in the strategic plan. The M-Stat meetings also provided the context for reviewing the recommendations of the work group and the processes for decision making regarding suspension of students. The Pyramid of Interventions (Attachment B) demonstrating the stages of intervention that are recommended before a student is suspended was introduced. The Pyramid emphasizes the importance of effective classroom instruction utilizing equitable practices that build strong teaching and learning relationships between teachers and students.

The February 2009 M-Stat meeting provided the first opportunity to share the progress schools were making following implementation of the recommendations. First semester data were reviewed. At that point in time, the suspension rate for MCPS was the lowest it had been in five years and there was a significant decline in the disproportionate rate of suspensions for African American, Hispanic, and special education students. After the sharing of data, break-out sessions were held in which 22 secondary school teams shared with colleagues practices they were using to reduce suspensions.

Among the effective practices utilized and shared were the following:

- Implementing the Positive Behavior Intervention System (PBIS)
- Utilizing Friday afternoon and Saturday morning detention programs
- Providing parent shadowing of student
- Development of peer mediation program
- Reviewing of potential suspension cases by entire administrative team
- Assigning students to service projects
- Targeting specific students for after-school programs
- Establishing peace days
- Increasing use of student, parent, teacher, and administrator conferencing
- Reviewing of monthly suspension data with focus on reasons for suspension, who is being suspended, and services needed to prevent suspensions

The entire M-Stat proceedings, including a strategy bank of effective practices, were provided electronically to all secondary principals and interns.

Current MCPS Suspension Data

The numbers and percentages of out-of-school suspensions for all students and school-level categories for the 2008–2009 school year sharply decreased. These include steep declines in out-of-school suspension rates for each racial/ethnic group and special education students. Furthermore, the level of disproportionality in suspension rates also has decreased. These decreases correspond with the roll-out of the work group's recommendations and with the continued focus on monitoring, the sharing of best practices, and MCPS' commitment to equity.

A summary of the review of the data for the 2008–2009 school year is provided below.

- Lowest number of out-of-school suspensions in the last five years for MCPS at all school levels.
- Significant reduction in suspensions at county and school levels from 2007–2008 to 2008–2009 as follows:
 - 3,241 fewer suspensions in MCPS (including special schools)
 - 569 fewer suspensions at elementary schools
 - 1,413 fewer suspensions at middle schools
 - 1,258 fewer suspensions at high schools
- Significant reductions in suspensions by racial/ethnic groups and special education students as follows:

- 1,578 fewer suspensions for African American students
- 153 fewer suspensions for Asian American students
- 899 fewer suspensions for Hispanic students
- 600 fewer suspensions for White students
- 1,068 fewer suspensions for special education students
- Significant reductions in numbers of students suspended as follows:
 - 2,010 fewer students suspended in MCPS (including special schools)
 - 353 fewer students suspended in elementary schools
 - 833 fewer students suspended in middle schools
 - 812 fewer students suspended in high schools
- Significant reductions in numbers of students suspended for all racial/ethnic groups and special education with subsequent reduction in disproportionality as follows:
 - 916 fewer African American students suspended
 - 117 fewer Asian American students suspended
 - 551 fewer Hispanic students suspended
 - 419 fewer White students suspended
 - 500 fewer special education students suspended
- MCPS had been placed in corrective action by the Maryland State Department of Education (MSDE) for not meeting its target for the ratio of the suspension of general education students as compared to the suspension of students with disabilities for greater than 10 days. MCPS was preliminarily released from corrective action by MSDE in March 2009.

Next Steps

Although we are pleased with the progress that is being made in reducing suspensions and in reducing disproportionality in suspensions among racial/ethnic and special education groups, and with the significant progress made in addressing this target of the strategic plan, we remain committed to reducing the number of suspensions, the percentage of students being suspended, and the disproportionate suspension of certain student groups while maintaining safe and focused teaching and learning environments. This commitment includes the expectation that all schools

promote engagement in the learning process as the primary strategy for addressing problematic behaviors.

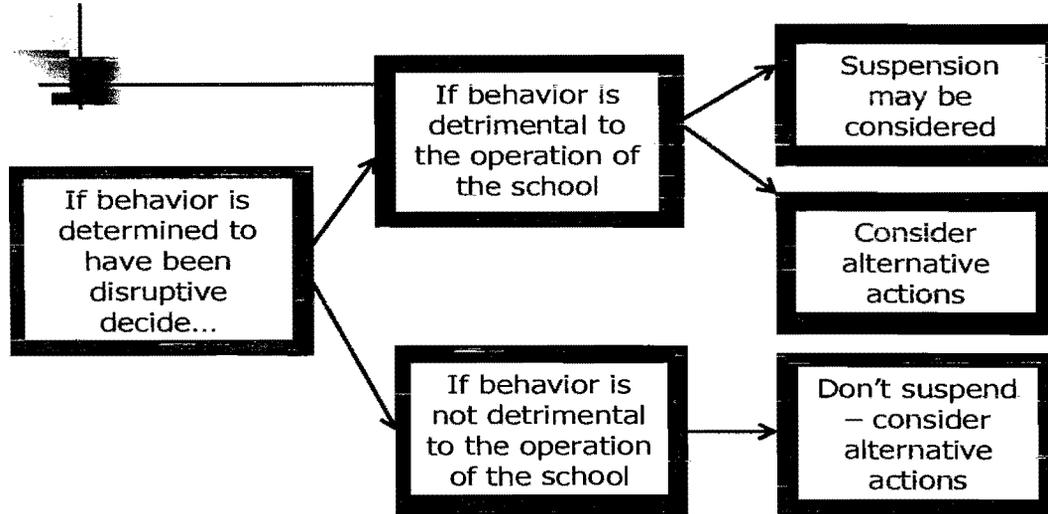
The M-Stat team will continue its work and lead this effort. The focus for this year will be on continuing to refine the improvements that have been successful, instituting deeper analysis to identify root causes for discretionary suspensions, and reviewing alternatives to out-of-school suspension, with primary emphasis on how in-school suspension is utilized in our schools.

At the table for today's discussion are Mr. Stephen L. Bedford, chief school performance officer, Office of School Performance; Dr. Frank H. Stetson, community superintendent, Office of School Performance; Mrs. Betty J. Collins, director of staff development initiatives, Office of Organizational Development; Dr. Christopher S. Garran, principal, Walter Johnson High School; and Mr. Joe L. Rubens, Jr., principal, Col. E. Brooke Lee Middle School.

JDW:iaw

Attachments

MONTGOMERY COUNTY PUBLIC SCHOOLS

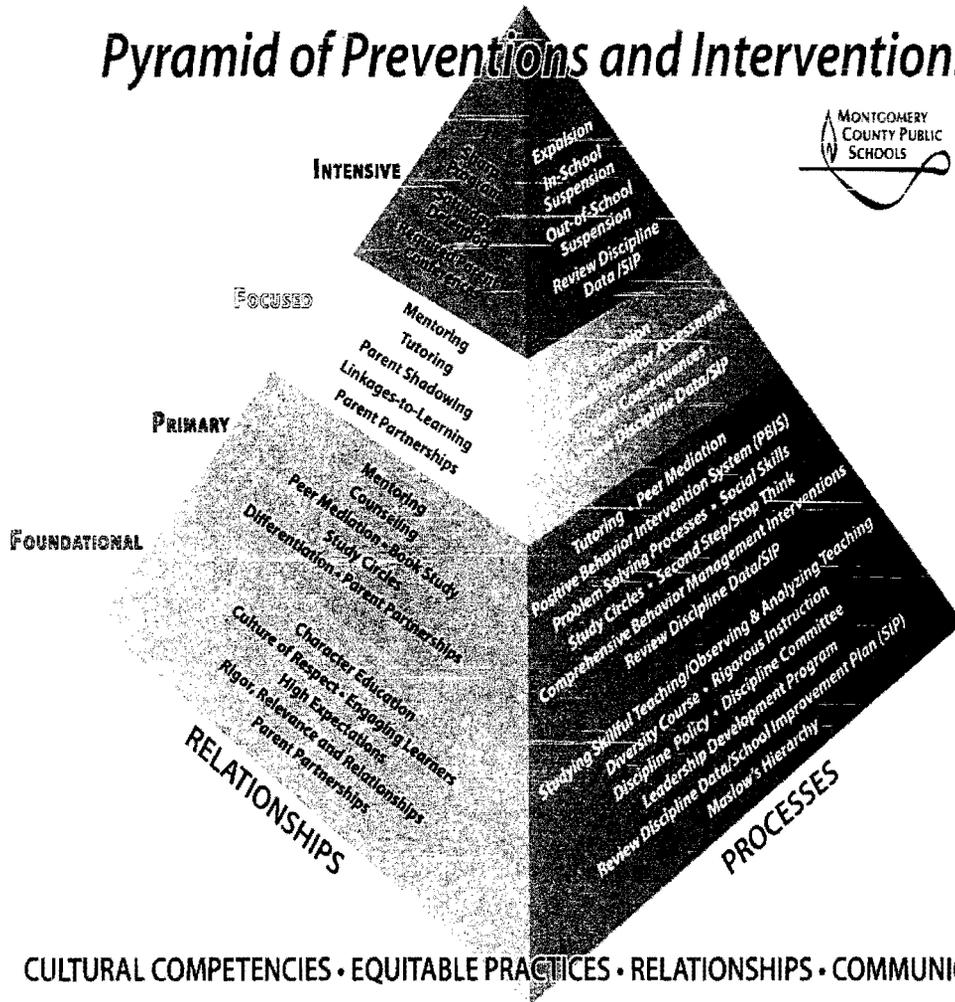
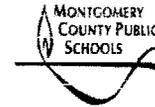
Suspension Decision-making Process**What Process Should be Used to Respond to the Behavior?****Step I – Fact Finding**

- Communicate nature of problem to student
- Consider environmental contributors to problem
- Determine response
- Ensure clear communication with student's parent(s)

Step II – Teaching and Learning

- Have student articulate clear understanding of behavior and how it was disruptive, and if so, detrimental to the school
- Teach how the behavior negatively affects school environment and student
- Involve the student's parent(s)

Pyramid of Preventions and Interventions



68



Out-of-School Suspensions 2008-2009 Status Report



Review of Key Points of Disproportionate Suspension Workgroup's Report

Focus on

- Teaching & Learning
- Student Engagement
- Behavior Development
- Identifying Alternative Responses to Inappropriate Behavior

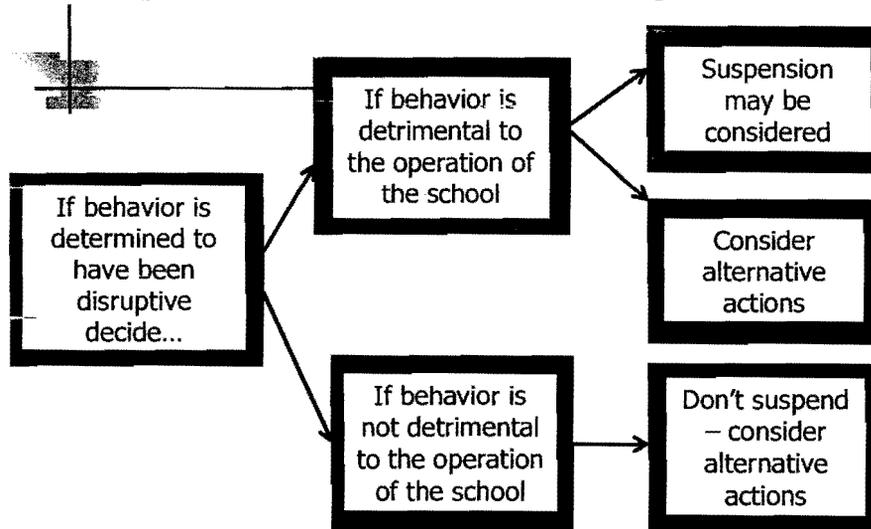
Main Areas of Recommendations

- Cultural Competence
- Equitable Practices
- Relationships
- Communication

When May Suspension be Considered?

Suspension as a consequence is limited to behavior that is disruptive AND detrimental to the operation of the school

Suspension Decision-making Process



What Process Should be Used to Respond to the Behavior?

Step I – Fact Finding

- Communicate nature of problem to student
- Consider environmental contributors to problem
- Determine response
- Ensure clear communication with student's parent(s)

Step II – Teaching and Learning

- Have student articulate clear understanding of behavior and how it was disruptive, and if so, detrimental to the school
- Teach how the behavior negatively affects school environment and student
- Involve the student's parent(s)

What Process Should be Used to Respond to the Behavior?

Step III – Resolution

- Require Personal Improvement Plan be developed by the student to be accepted by the administrator(s) and shared with Parent(s)
- Provide a resolution process facilitated by the administrator(s) to bring closure with other students or staff



Data Topics Included in the Presentation

- **Trends in the number of out-of-school suspensions**
- **Trends in the percentage of students suspended**



Trends in the Number of Out-of-School Suspensions

Chart 1. Number of Out-of-School Suspensions by Month - All County Comprehensive Schools, 2004 to 2009

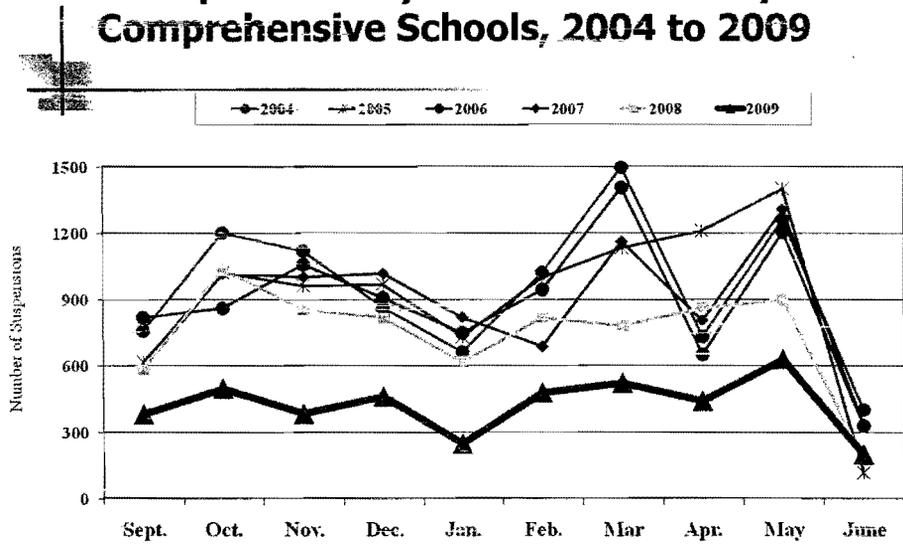


Chart 2. Number of Out-of-School Suspensions by Month for Elementary Schools, 2004 to 2009

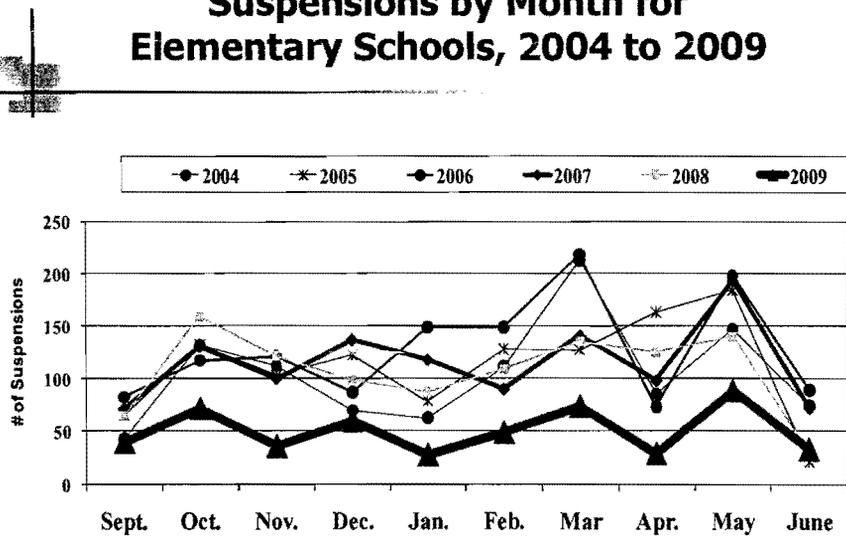


Chart 3. Number of Out-of-School Suspensions by Month for Middle Schools 2004 to 2009

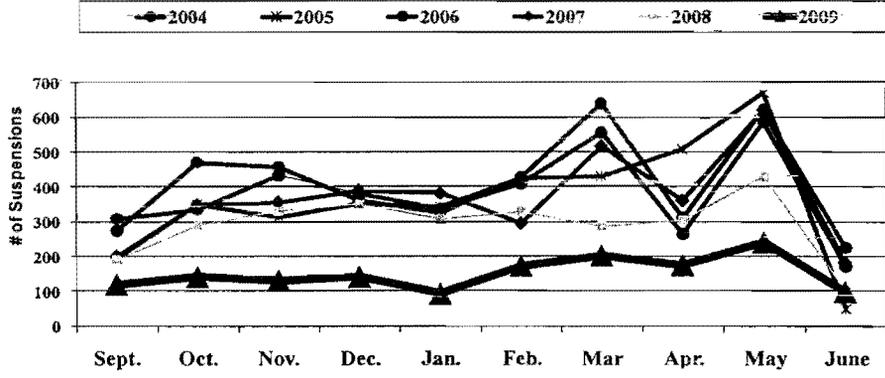


Chart 4. Number of Out-of-School Suspensions by Month for High Schools 2004 to 2009

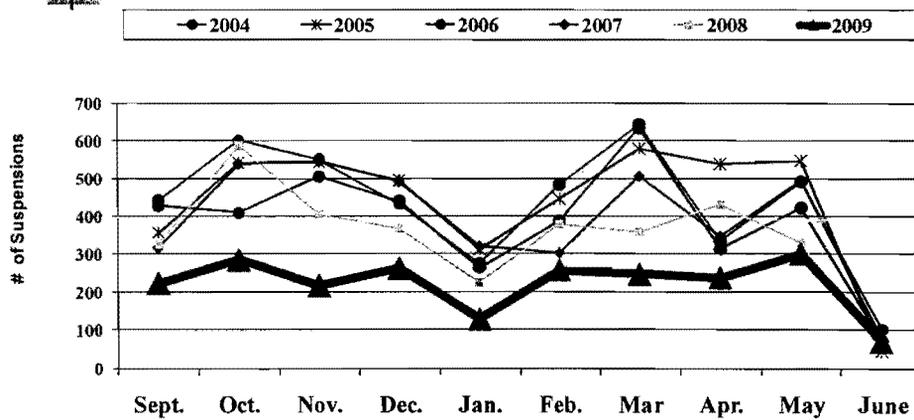


Chart 5. Trends in the Numbers of Out-of-School Suspensions by County and School Level

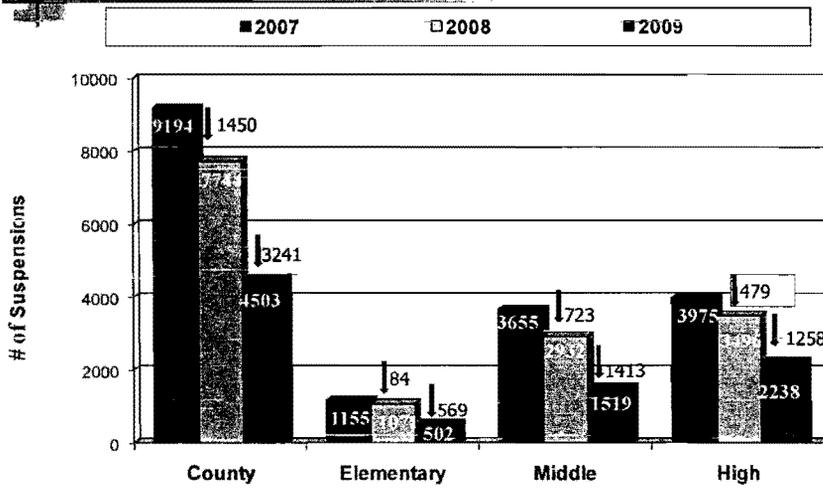
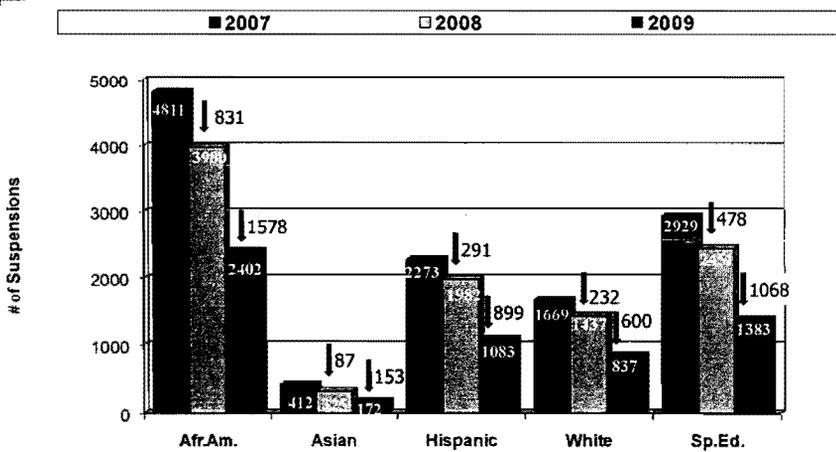


Chart 6. Trends in the Numbers of Out-of-School Suspensions by Racial/Ethnic Group and Special Education Services



Trends in the Percentage of Students Suspended Out-of-School

Trends in the Percentage of Students Suspended Out-of-School by County and School Level Over Three Years

- County – Reduced from 4.6% to 2.5%
- Elementary – Reduced from 1.4% to 0.6%
- Middle – Reduced from 7.4% to 3.7%
- High – Reduced from 6.6% to 4.1%

County Level - Percentage of Students Suspended Out-of-School by Racial/Ethnic and Special Education Groups Over Three Years

- African American – Reduced from 9.8% to 5.5%
- Asian – Reduced from 1.6 to 0.7%
- Hispanic – Reduced from 5.8% to 3.0%
- White – Reduced from 2.2% to 2.0%
- Special Education – Reduced from 10.2% to 6.2%

Chart 7. County Level - Percentage of African American, White and Asian Students Suspended Out-of-School and Percentage Point Differences (in red) between African Americans and Whites and between African Americans and Asians 2007, 2008 and 2009

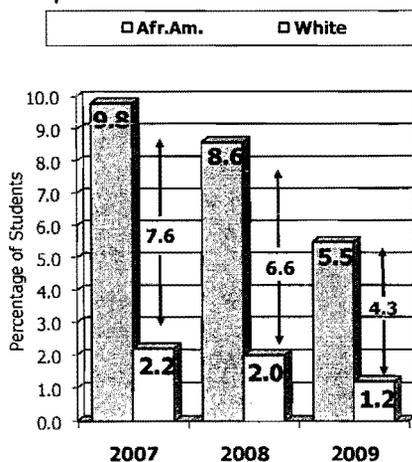


Chart 8. County Level - Percentage of African American, White and Asian Students Suspended Out-of-School and Percentage Point Differences (in red) between African Americans and Whites and between African Americans and Asians 2007, 2008 and 2009

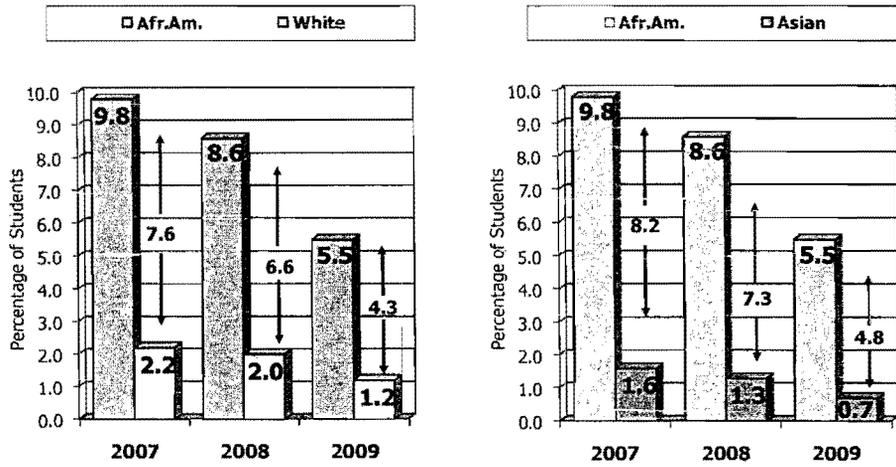


Chart 9. County Level - Percentage of Hispanic, White and Asian Students Suspended and Percentage Point Differences (in red) between Hispanics and Whites and between Hispanics and Asians 2007, 2008 and 2009

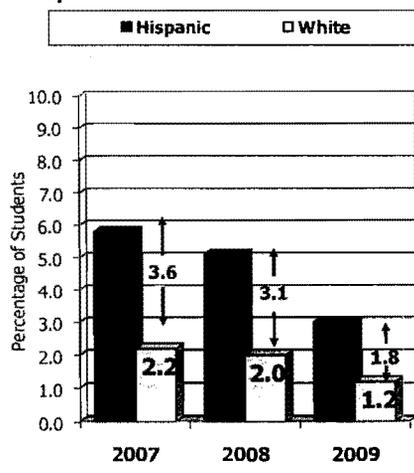
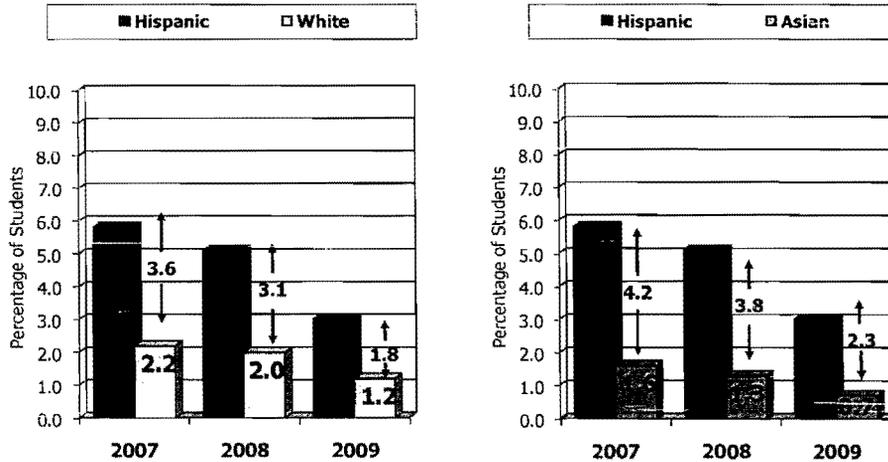
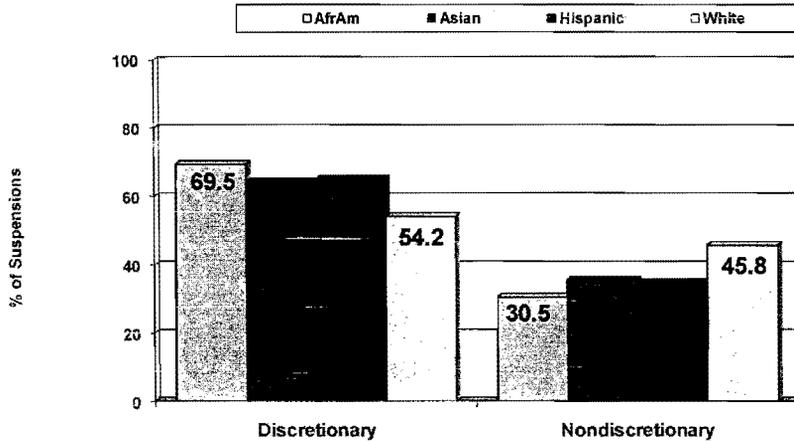


Chart 10. County Level - Percentage of Hispanic, White and Asian Students Suspended and Percentage Point Differences (in red) between Hispanics and Whites and between Hispanics and Asians 2007, 2008 and 2009



Data That Continues to Call Us to Action

**Chart 11. County, All Students –
Percentage Out-of-School Suspensions for
Discretionary and Nondiscretionary
Infractions by Race/Ethnicity**



Next Steps for M-Stat Team

- Continue to review progress towards meeting targets
- Do in-depth examination of discretionary suspensions with focus on disproportionality
- Examine in-school suspension practices

MCPS High School

address

www.montgomeryschoolsmd.org/schools/mcpshs/

Principal: name
Community Supt: name
School Hours: 7:25-2:10

Office Phone:(301) 555-0000
Fax Number: (301) 555-0000
Cluster Name: name

2007-2008 Number of Out of School Suspension Incidents Related to School Safety*										2007-2008 Out of School Suspension Rate **				
	Arson Fire Explosives	Attack	Dangerous Substances	Disrespect Insubordination Disruption	Fighting	Theft	Threat	Weapons	Other		Total Students Enrolled	Percent Enrolled	Number Students Suspended	Percent Students Suspended
Total Incidents	1	7	4	53	51	8	7	4	24	All Students	1450		119	8.2
Male		6	3	40	36	6	3	3	20	Male	754	52.0	83	11.0
Female	1	1	1	13	15	2	4	1	4	Female	696	48.0	36	5.2
Asian				1						Asian			2	
AsAm	1	1		2	1			1		AsAm	164	11.0	6	3.7
AFAm		1	2	38	33	7	5	2	14	AFAm	626	43.1	69	11.0
Wh		4	1	3	3				4	Wh	218	15.0	8	3.7
Hisp		4	1	10	14	1	2	1	6	Hisp	442	30.4	36	8.2
SpEd		3	1	26	15	5	3		9	SpEd	208	14.3	47	22.6
LEP					7					LEP	168	11.6	8	4.8
FARMS		3	2	22	17	3	4		9	FARMS	468	32.3	45	9.6

* Duplicated count of students

** Unduplicated count of students

2007-2008 Reported Serious Incidents								
Description	Police Called		Description	Police Called		Description	Police Called	
	No	Yes		No	Yes		No	Yes
Academic Dishonesty			Drugs		3	Robbery, Strong-Armed		
Accident	1	1	Extortion			Serious injury		
Alcohol			Fight		1	Sexual Rel		
Arrest		1	Fire, not arson			Suicide		
Arson			Gang related incident/crime			Theft		1
Bomb			Hate Incident			Threat, Physical or Verbal	1	
Bomb threat			Malfunction, Essential equipment			Vandalism		
Bullying			Medical assistance			Weapon	1	2
Bus			Missing child			Weapon, toy, facsimile		
Computer Abuse			Physical Assault/Attack			Other		
Crisis Center			Protective Services					
Disruptive behavior		1						

Drills Conducted		
Code Red	Code Blue	Fire/Evacuation
2	2	10
4		
Safety Incidents Requiring Code Status		
Code Red	Code Blue	
0	0	

Programs
Counseling Programs/Groups PBIS - Positive Behavioral Interventions and Supports Peer Mediation Sharp Street Program for Suspended Students Student Assistance Programs Study Circles
5

School Climate - From School Surveys of Environment			
Students (74% Returned)	Agree	Parents (14% Returned)	Agree
I feel safe at school	70.2	My child feels safe at school	81.5
My things are safe in this school	37.6		
		Staff (22% Returned)	Agree
		This school is a safe place to work.	95.2
		My personal belongings are safe in this school.	63.4

6

32

**Number of Suspension Incidents by School and Major Category of Suspension
2007-2008 Out-of-School Suspensions
Maryland Public Schools
Montgomery County**

Description of Data	Attendance	Dangerous Substances	Weapons	Attack/ Threats/ Fighting	Arson/ Fire/ Explosives	Sex Offenses	Disrespect/ Insubordination/ Disruption	Other	Total
All Students	232	458	274	3,628	90	266	1,829	966	7,743
Male	150	344	242	2,756	77	241	1,357	732	5,909
Female	82	114	32	872	13	25	462	234	1,834
American Indian/Alaskan Native	1	3	0	10	0	0	4	2	20
Asian/Pacific Islander	12	33	10	146	6	9	54	54	324
African American	85	126	118	2,054	34	148	958	456	3,979
White	22	165	63	631	15	40	327	174	1,437
Hispanic	112	131	83	787	35	69	486	280	1,983
Students with Disabilities	53	90	75	1,044	29	71	583	245	2,190

Community Resources for Suspended or Expelled Students

FREE PROGRAMS

Academic/Tutorial

SHARP Suspension Programs

The SHARP programs are a community-school partnership that offer support to suspended students by assisting students with remedial academic needs.

Please note that the SHARP Suspension Program is available only to middle and high school students from the schools listed as partnering with each program site. To participate in this program, please call the director of the site that partner with your child's school to make arrangements for your child to attend.

- **B-SHARP**
15225 Old Columbia Pike
Burtonsville, Maryland 20866
301-476-9621
(Paint Branch HS, Springbrook HS, Benjamin Banneker MS, and Briggs Chaney MS)
- **G-SHARP (Independent Program)**
202 S. Summit Avenue
Gaithersburg, Maryland 20877
301-947-2784
(Gaithersburg HS, Forest Oak MS, and Gaithersburg MS)
- **SHARP Street**
1310 A Olney Sandy Spring Rd.
Sandy Spring, Maryland 20860
301-570-7552
(Sherwood HS, James Hubert Blake HS, Col. Zadok Magruder HS, William H. Farquhar MS, Redland MS, and Rosa Parks MS)

GUIDE

Mental health, juvenile justice, substance abuse, and social service programs that serve children, adolescents, adults, and families

- **GUIDE Gaithersburg and Olney Youth Services**
620 E. Diamond Avenue, Suite H
Gaithersburg, Maryland 20877
240-683-6580
(Gaithersburg HS, Col. Zadok Magruder HS, Sherwood HS and Watkins Mill HS)
 - **GUIDE Upcounty Youth Services**
Upcounty Services Center
12900 Middlebrook Road
Germantown, Maryland 20874
301-972-0307
(Clarksburg HS, Damascus HS, Northwest HS, Poolesville HS, Quince Orchard HS, and Seneca Valley HS)
- YMCA Youth and Family Services**
Bethesda Core Services
Counseling for individuals, families, and groups
Cabin John, Maryland 20818
301-229-1347
(Bethesda-Chevy Chase HS, Winston Churchill HS, Walter Johnson HS, Walt Whitman HS, and all feeder schools)
7425 McArthur Boulevard

- YMCA Youth and Family Services**
Core Youth Services Office
Counseling for individuals, families, and groups
1102 Forest Glen Road
Silver Spring, Maryland 20910
301-593-1160

Kensington Wheaton Youth Services
Programs for youth and their families to help them through adolescence in a healthy and productive way

3950 Ferrara Drive
Silver Spring, Maryland 20906-4708
301-933-2818

(Albert Einstein HS, John F. Kennedy HS, Wheaton HS, and Northwood HS)

Department of Recreation and Parks
Division of Community
Youth and Family Services

Prevention and intervention programs and social services for at-risk youth and families

30 Courthouse Square, Suite 100
Rockville, Maryland 20850
240-314-8310

Community Services Division

Residents are given resources for financial assistance, housing and temporary shelter, emergency food, childcare, treatment for drug and alcohol abuse, health care, and many other needs.

30 Courthouse Square, Suite 100
Rockville, Maryland 20850
240-314-8310

(Richard Montgomery HS, Rockville HS, and Thomas S. Wootton HS)

Area Hotlines

Maryland Youth Crisis Line
1-800-422-0009

Military Information and Resource Line
301-738-7176

Montgomery County Hotline
301-738-2255

Montgomery County Youth Crisis Line
301-738-9697

Montgomery County Crisis Center
240-777-4000

Relay Service for the Deaf
1-800-735-2258 TTY/VOICE

FREE-BASED PROGRAMS

Academic/Tutorial

C2 Educational Center

Academic tutorial programs
(K-12 Math, English, all school subjects)

2413 Wootton Parkway
Rockville, Maryland 20850
301-610-6601

The Enrichment Centers, Inc.

Programs to help children, adolescents, and adults experience the joy of learning. Throughout Montgomery County. We come to you.

6109 Broad Street
Bethesda, Maryland 20816
301-229-8000

Failure Free Reading

A language development and reading comprehension program

1-800-542-2170
www.failurefree.com

GapBuster Learning Center

A math and language program to enrich and supplement the learning experience

8216 Georgia Avenue
Silver Spring, Maryland 20910
301-588-5500

Treatment & Learning Centers

Serves people with brain injury with cognitive impairment developmental disabilities to reach the highest levels of productivity and independence.

301-738-9691/301-424-5203 TTY

Family Supports

The Center for Adoption Support and Education (CASE)

Information, services, and support for adoptive families

4000 Blackburn Lane, Suite 260
Burtonsville, Maryland 20866
301-476-8525

Montgomery County Child Link Program

Information and resources for children Birth-5 years

240-777-4769

Child & Adolescent Mental Health Program/SASCA

Information and services for families

8818 Georgia Avenue, 1st Floor
Silver Spring, Maryland 20910
240-777-1450

Department of Health and Human Services

7300 Calhoun Place, Suite 600
Rockville, Maryland 20855
240-777-1432, Intake Office 240-777-1430

Montgomery County Child Care Resource and Referral Center

Information about child care activities and resources in Montgomery County

332 W. Edmonston Drive
Rockville, Maryland 20852
240-777-3110

Choices

Services for youth with severe emotional disturbances and their families

5 Choke Cherry Road
Suite 280
Rockville, Maryland 20850
301-947-0023

Parents Place of Maryland

A resource center for families of children and youth with disabilities and special health care needs

801 Cromwell Park Drive, Suite 103
Glen Burnie, Maryland 21061
1-410-768-9100

Conflict Resolution Center of Montgomery County

Dispute prevention, resolution, and education to individuals and community organizations

Midcounty Regional Services Building
2424 Reedie Drive, Suite 301
Wheaton, Maryland 20902
301-942-7700

Family Services Agency

Child development, behavioral health, and social services for families and seriously and persistently mentally ill people

610 East Diamond Avenue, Suite 100
Gaithersburg, Maryland 20877
301-840-2000

InfoMontgomery

Database of resources, services, and programs for children, families, and adults

Admin@infomontgomery.org

Institute for Family Centered Services

Crisis intervention and programs for youth who are at risk of institutional placement

16220 South Frederick Avenue
Suite 312
Gaithersburg, Maryland 20877
301-721-9324

Maryland Coalition of Families for Children's Mental Health

Information and support for families

10632 Little Patuxent Parkway
Suite 119
Columbia, Maryland 21044
410-730-8267

Mental Health Association of Montgomery County

Promotes mental wellness and supports people with mental illnesses through advocacy, education, and community service programs

1000 Twinbrook Parkway
Rockville, Maryland 20851
301-424-0656

Montgomery County Crisis Center

Provides immediate response to crisis situations; provides goal-oriented crisis intervention, brief crisis stabilization, and help in obtaining services for individuals and families with a mental health crisis or experiencing other crisis situations.

1301 Piccard Drive, 1st Floor
Rockville, Maryland 20850
240-777-4000

National Alliance on Mental Illness (NAMI-Maryland)

Advocacy, education, research, and services to promote mental health

804 Landmark Drive, Suite 122
Glen Burnie, Maryland 21061
1-410-863-0470

Mental Health Association of Maryland

Sponsors and implements advocacy, education and community services programs

711 W. 40th Street, Suite 460
Baltimore, Maryland 21211
1-800-572-MHAM (6426)

Montgomery County Department of Health and Human Services

Provides health and safety services for at-risk children and vulnerable adults, and addresses needs including food, shelter, clothing, and personal care.

401 Hungerford Drive, 5th Floor
Rockville, Maryland 20850
240-777-1245

Maryland Psychiatric Society

A state medical specialty society whose physician members specialize in the diagnosis, treatment, and prevention of mental illnesses including substance use disorders

1101 Saint Paul Street, Suite 305
Baltimore, Maryland 21202
1-410-625-0232

Arc of Montgomery County

Supports and advocates for people who have mental retardation and related developmental disabilities and their families

11600 Nebel Street
Rockville, Maryland 20852
301-984-5777

Arc of Maryland

Supports and advocates for people who have mental retardation and related developmental disabilities and their families

49 Old Solomons Island Road
Suite 205
Annapolis, Maryland 21401
410-571-9320 (Annapolis)
7215 York Road
Baltimore, Maryland 21212
410-296-2272 (Baltimore)

Family Resiliency Center

Fosters healthy relationships in all families regardless of composition, through individual, couple, family, parent, co-parent, pre-marital, marital, separation, and blended family counseling.

451 Hungerford Drive, Suite 225
Rockville, Maryland 20850
301-610-5666

GED Programs

Conservation Corps

GED prep while learning job skills through paid work projects. Minimum age is 18.

12210 Georgia Avenue
Wheaton, Maryland 20902
301-929-5554

Job Corps

A free education and vocational training program.

Woodlawn Center
3300 Fort Meade Road
Laurel, Maryland 20724
1-301-362-6000

Freestate Challenge Academy

A program to provide work skills and alternative learning opportunities for youth.

Building 4220

Aberdeen Proving Grounds, Maryland 21005

1-800-820-6692

Other Programs**Gateway to College Program**

Serves 16 to 20 year olds who have stopped attending high school. The program gives students the opportunity to earn a high school diploma while transitioning to a college campus.

Amy Crowley, Program Director
Montgomery College
South Campus Instructional Building,
Room 114
Rockville, Maryland 20850
240-567-4052

Amy.Crowley@montgomerycollege.edu

Maryland Community Services Locator

A free service to identify resources in your community

www.mdcs.org

Legal Resources**Maryland Disability Law Center**

Information, advocacy, and support to ensure that people with disabilities are accorded the full rights and entitlements afforded by state and federal law

1800 N. Charles Street, 4th Floor
Baltimore, Maryland 21201
1-410-727-6352, Ext. 0

Legal Aid Bureau

Free civil legal services for low-income people, children, and the elderly

29 W. Susquehanna Avenue, Suite 305
Towson, Maryland 21204
1-410-296-6705

County Council
HHS and Education Committees
Suspension Program Discussion
Session Date: September 24, 2009

Responses to Council Staff Questions:

Any recent program updates for the SHARP suspension program that have occurred since the June 16th Council and Board of Education lunch.

Over the summer the department has worked with the three SHARP sites (Sandy Spring, Burtonsville, and Gaithersburg) to develop contracts and budgets, and assist them in preparing for the school year. All three sites are now open and available to serve suspended students.

The department is working with the closed SHARP sites to collect the supplies, furniture, and equipment that were purchased with County funds for the SHARP program, and re-distribute these among the current three sites. The department will be facilitating monthly meetings among the three SHARP site directors.

The Sandy Spring site has been leasing a portable classroom through the MCPS contract with a private company. This lease has lasted for 10 years and with the reduction of funding for FY10, it is no longer affordable. The department has been working with MCPS, the Sharp Street United Methodist Church, and the leasing company to either relieve the church of the rental cost, or significantly reduce this cost. This process is continuing.

A description of County-funded programs for suspended students during their periods of suspension. For each program, please identify:

Program Name: SHARP

Service providers (e.g., County program, nonprofit providers, etc.): Three SHARP sites in Sandy Spring, Burtonsville, and Gaithersburg. Sandy Spring is operated by Sharp Street United Methodist Church; Burtonsville is through Liberty Grove United Methodist Church; and Gaithersburg is a new non-profit, Youth Suspensions Opportunities, Inc.

Service(s) provided: Safe, supervised, and structured environments where students can serve out their suspensions while receiving emotional and academic support and guidance.

Location(s) of service delivery: See above.

Method and source of referrals to the program: Referrals are made by the schools in the catchment area for each site.

Numbers served on a monthly and annual basis: Gaithersburg and Burtonsville served an average of 10 each month during FY09 and Sandy Spring served an average of 5 students a month. Increasing referrals and enrollment are goals for this coming year.

Participant costs: There are no costs to the participants.

Total amount of County funding supporting the program: In FY10 County funding for the three programs totals \$120,000.

Any barriers that prevent suspended students from accessing the service: Referrals to the program have been limited and there appears to be limited knowledge of the program on the part of parents. Transportation for the student to and from the program has also been a challenge.

A description of the programs funded by the County for suspended students that address environmental or behavioral factors that may have contributed substantially to their being suspended.

There are many programs that focus on supporting youth who face challenges, both behavioral and environmental, however they do not explicitly state that they are targeting a response to suspension. Some of the organizations that are funded by the County and provide these services include:

- Asian American Lead
- Big Brothers and Big Sisters
- Brothers
- Choices Wrap-around
- City of Rockville
- Collaboration Council for Children, Youth and Families
- Community Bridges
- Conflict Resolution Center
- Family Learning Solutions
- Gandhi Brigade
- GapBusters
- George B. Thomas Learning Academy
- GUIDE
- Identity
- KHI
- Latin American Youth Center
- Mental Health Association
- Passion for Learning
- Pride Youth Services
- Washington Youth Foundation
- YMCA

The programs focus on creating safe and positive opportunities for youth through mentoring, after school, mental health, arts, positive youth development, educational, treatment, family support and other services.

The Street Outreach Network has served many clients who have been suspended prior to their enrollment in the program, although they are not necessarily referred by MCPS because they have been suspended. Often when the youth are engaged by the SON, the SON staff member works with MCPS school staff and keeps them informed of progress and to ensure that MCPS staff reconnect with the SON if the student gets into difficulty in the future.

A description of the needs of the suspended students who have been referred for, sought, or received services supported by the County in FY09. Are they presenting issues or concerns of the same acuity as previous years? If not, please characterize the magnitude and types of needs for these students. Students who are being suspended from school are presenting with more intensive needs; including aggressive behavior, impulsive behavior, significant family problems, substance abuse, and gang involvement or at-risk of gang involvement.

Any recommendations for improving protocols or practices for identifying suspended students in need of services and referring them for services among County systems and community-based providers.

- It would be helpful if each school that has access to a SHARP site, would consistently refer suspended youth to the program and to follow up on the referral.
- Many students are now facing in-school suspensions. These students also have underlying behaviors and needs that may result in future suspensions if they are not addressed. Some approach of additional support may need to be developed.
- The department will be working with the three remaining SHARP site directors and volunteers to educate them to the resources that are available to their students and their families.

Comparison of Monthly Referrals in FY08 and FY09

	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total Monthly Average
FY08	73	73	83	40	77	68	73	56	29	63.5
FY09	39	45	52	26	41	47	41	54	16	40
Difference	-34	-28	-31	-14	-36	-21	-32	-2	-13	-23.5

FY09 Monthly Attendance by Site

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
Gaithersburg	6	10	7	9	10	10	13	9	8	7	89
Bethesda	2	8	3	9	0	2	2	4	10	0	40
Burtons Ville	10	10	7	19	11	10	13	8	20	2	110
Mont. Vill.	7	5	13	3	1	5	4	2	1	4	45
Sandy Spring	3	4	7	4	2	5	7	10	3	1	46
Upcounty	5	2	8	8	2	9	8	6	11	2	61
Silver Spring	n/a	n/a	n/a	0	0	0	0	2	1	0	3
Total	33	39	45	52	26	41	47	41	54	16	394

FY09 Suspension and Referral Data

	# MCPS Suspensions	# students referred	# students attending	% referred students attending
Gaithersburg	114	65 (57%)	52	80%
Bethesda	153	28 (18%)	24	86%
Burtonsville	208	148 (71%)	67	45%
Montgomery Village	95	40 (42%)	34	85%
Sandy Spring	235	50 (21%)	25	50%
Upcounty	383	62 (16%)	34	55%
Silver Spring	372	5 (1%)	3	60%
Total	1,560	393 (25%)	236	60%

Montgomery County Collaboration Council for Children, Youth and Families, Inc.

Services to Families with Students Suspended from School

September 14, 2009

Beginning in 2000, the Collaboration Council in partnership with the child serving community in Montgomery County has worked to build a system of care for children and families that present with intensive behavioral and emotional needs. Students who have been suspended or are having difficulty in school that could lead to truancy or suspension as a disciplinary action are part of the target population that is served.

To support the local system of care, the Collaboration Council, a Local Management Board with a charge from the State, provides administrative, budget and staff support to several steps or resources which help the target populations; these steps are

- *Local Access Mechanism*
- *Local Coordinating Council*
- *Wraparound Services*
 - *Earlier Intervention*
 - *Intensive Intervention*

The Collaboration Council is unique in our community, because of its neutrality it serves as an unbiased convener of partners and families to work toward the best cross-resource outcomes among all child serving agencies and our family organization, the Federation of Families. The following describes in further detail each of the above steps or components.

Local Access Mechanism (LAM)

Total FY10 Funding and Funding Source: \$120,000, Governor's Office for Children

Services Provided:

- LAM is a single point of access for referring children and youth presenting with complex needs that typically go beyond the resources of any single agency and require families to navigate many programs and services—a difficult task for both families and those professionals who work with them.
- The LAM is a family-friendly gateway to services and supports to help children with emotional and/or behavioral needs. A dedicated, bi-lingual staff member engages families and other providers involved in the life of a child by doing one or more of the four following options:
 - **Refer the families to community public and private resources found in *infoMONTGOMERY*, the local web-based directory of up-to-date information on community services for children, teens, families.**
 - **Connect the family with a Family Navigator.** Through a contract with the Montgomery County Federation of Families for Children's Mental Health, Family Navigators provide families with emotional support and information on various services and mandates within the system of care. The Family Navigators are staff members who have experienced the system of care first hand with their own children with emotional and/or behavioral needs.
 - **Determine if the family/child is eligible for referral to Local Coordinating Council for interagency problem-solving and/or referral to the wraparound provider.**

- Provide temporary care coordination where LAM staff person assists families who face added barriers in accessing needed services to which they are directed. These families may require the intervention of a clinician and/or a neutral stakeholder to help access the appropriate array of services over a longer period of time. Assistance may involve helping an individual explain their situation in an “agency’s language” or to clarify communication between the family and service providers, so that the family is more likely to receive the needed services.

Location of Service Provision: Service delivery is primarily via telephone from the Rockville office.

Method & Sources of Referrals: The County’s many information and referral services are aware of the LAM for families whose needs go beyond their particular focus. MCPS personnel are familiar with the LAM office. A referral guide and checklist has been developed that is specific to MCPS so that school based services are utilized before a call is made to the LAM office. The LAM office has established strong partnership with MCPS personnel and does regular presentations to the various divisions within MCPS so that they are informed about services available and ways to access them and of any changes. This is demonstrated by MCPS being the highest referral source to the LAM office.

Numbers Served Monthly and Annually:

In FY09,

- 468 referrals were received
- 38% of the referrals came directly from MCPS personnel
- 43% - of total referrals received had Special Education coding

Participant Cost: None

Barriers to Access: None. The Collaboration Council has built strong partnerships with MCPS and the child serving community. The LAM has exceeded the targeted number of families to be served.

FY 09 Wait List Information: The LAM is able to link families up to needed services, support and information. There is no waitlist to receive LAM services.

Accountability: The LAM office administers survey to measure “how well we are providing services” and “is anyone better off after receiving the services”. On both those measures, the LAM office has surpassed the targets and the community including families and child serving agencies are reporting satisfaction with the services provided by the LAM office. Detailed program performance data are available upon request.

Local Coordinating Council (LCC)

Total FY10 Funding and Funding Source: Funding is provided by the Governor’s Office for Children. Due to funding cuts the budget for LCC has been reduced by 68% from \$125,000 in FY09 to a current \$39,226 in FY 10.

Services Provided:

- The LCC is mandated by State law related to the Children’s Cabinet.
- In Montgomery County, the LCC has worked to support this culture shift to a more individualized, family-centered services delivery system. As an interagency team of

public child-serving agencies, the LCC problem-solves how best to use local resources to minimize out-of-home and out-of-state placements of children by keeping them in the least restrictive level of care possible. This interagency body has proven demonstrated success in facilitating communication between the state and local levels, as well as between and across agencies, systems, community and families. The LCC is chaired by the Collaboration Council's Senior Associate for Children with intensive Needs. At each week's meeting, the following occurs:

- Cases are review with the Collaboration Council staff preparing a complete packet of family information to guide discussion.
 - Family members and referral sources attend in person or via speakerphone
 - Problem-solving and brainstorming occurs around specific needs of the youth and family.
 - Agency-related barriers are addressed which may open an service avenue for the family.
 - Family support and guidance is given.
- **Referral to Wraparound Services, appropriate to the family's circumstances, is made.** The Collaboration Council had leveraged local resources with state resources so that children/youth did not have to meet rigid criteria to access wraparound in the community. We had created a tiered system so that children with the emerging needs could also access wraparound services (early intervention). Families did not have to get involved with child serving agencies or be at risk of entering a residential treatment center to access wraparound. We were able to meet the needs of the top 5% of the population having the most complex and intensive needs along with the next 15% where with earlier intervention we could prevent children/youth from being agency involved or being hospitalized, etc.. Further below is a description of each of the wraparound options available to the LCC.

Location of Service Provision: Weekly meetings are held at the Collaboration Council's office in Rockville.

Method & Source of Referrals: Cases to be heard by the LCC are coordinated by the Collaboration Council's assigned staff. The cases come to the LCC in the following manner:

- Via the LAM office
- Cases brought directly by the child-serving agencies for those families where the intensity and complexity of needs requires this direct referral.

Numbers Served Monthly and Annually:

In Fiscal Year 2009,

- Over 250 cases were reviewed by the LCC annually, as is typical for any year.
- 20-25 cases are reviewed on a monthly basis.

Participant Cost: None.

Barriers to Access: None. The Montgomery County LCC is one of the few LCC's across the state that meets on a weekly basis and makes itself available to staff emergency cases so that families and referral sources do not have to wait for a week. Referral sources and families can attend in person or via speakerphone.

FY 09 Wait List Information: There is no waiting list for the LCC to consider a family's case. There are waiting lists for wraparound services as described below.

Accountability: The LCC collects data to answer the questions “how well did we do it” and “is anyone better off”? The LCC has continue to exceed the targets in terms of the number of cases reviewed and problem solving so that community based options are explored before placing children in more restrictive settings. Details on these data are available upon request.

“Early Intervention” Wraparound

Total FY10 Funding and Funding Source: Montgomery County has funded \$1 million through the Department of Health and Human Services.

Services Provided:

Wraparound process components include:

- Creation of a Child and Family Team, unique to each family that includes both formal providers as well as informal supports
- Development of a Plan of Care that is individualized with an emphasis on family strengths that provides for purchase of nonfunded and nontraditional services when not available otherwise
- Care coordinator that actively works with the family and providers to ensure progress in implementing the Plan of Care
- Quality assurance and accountability of the various services in the Plan of Care.

The Collaboration Council provides oversight and monitoring of the Care Management Entity. The Collaboration Council has contracted with the nationally reputed Care Management Entity (CME) - Maryland Choices since 2006. The CME is demonstrating good outcomes and cost avoidance through high-fidelity wraparound for families and their children by incorporating system of care values such as culturally competence, emphasis on strengths and partnership with families. As a CME, in addition to coordinating care for families, they develop and monitor a provider network and have the technology to collect real time data and oversee spending. Services are offered for a period of 12 or more months (based on need) during which time the family is connected to professional and community supports with an emphasis on low cost/no cost and sustainable options.

Location of Service Provision: The wraparound process is provided to the families in their home and community.

Method & Source of Referrals: Referrals to wraparound are described above. MCPS personnel are aware of the LAM office and the referral form is available to them electronically and otherwise; MCPS can directly access the LCC for crisis and complex cases. The Collaboration Council along with MD Choices has educated the child serving community including families and MCPS about the wraparound process. This has led to a stronger partnership between MCPS personnel, MD Choices and families and viewed as a positive resource for youth experiencing suspensions and other repeated disciplinary actions.

Numbers Served Monthly and Annually:

FY 09 data:

- Total served - 69 families (County-funding only; unable to break-out suspension youth specifically)
- Monthly served - 45-50 families (all funding streams)
- Of the total number of youth served in FY09 in all wraparound funding streams: 252 families. Of this number, 24% (or 61 students) were suspended for some number of days out of school and the average length of suspension was 6 days.

Participant Cost: It costs an average of \$73 per day to serve children in their home and community using the wraparound process. Each family's Plan of Care dictates their length of involvement in wraparound and cost of their services is influenced by the funding sources (public or private insurance; low cost-no cost, or purchased via a flexible fund line item). For FY 2009, the average cost for serving a family for one year was \$27,000.

Barriers to Access: Insufficient funding is the primary barrier to access early intervention wraparound in the County. With the implementation of the 1915 Medicaid waiver, the state has decided to regionalize the CME structure that serves the more intensive, complex cases. This means that only children that meet medical necessity criteria for residential treatment level center of care can access state resources for wraparound in the community. The process is cumbersome and families are frustrated that they to go through multiple processes before they can access much needed interventions. As a result, the LCC has had to decide between serving a youth not ineligible for intensive wraparound with the county funding, which then negatively impacts the available spaces for early intervention cases.

FY 09 Wait List Information: Since January 2009 there have been between 35-50 youth on the waitlist due to limited funding.

Accountability:

In FY 09, the following outcomes were seen:

- 95.2% of children served remained at a placement with a low level of restrictiveness or reduced level of restrictiveness
- 87.1% of all youth served participated in school/work or other daily activity at least 80% of the time.
- 70.4% of youth developed at least one new strength during their enrollment in Maryland Choices.

“Intensive Intervention” Wraparound

Total FY10 Funding and Funding Source: \$713,000 provided by the Governor's Office for Children

Services Provided: The Collaboration Council provides monitoring and oversight of the Care Management Entity, MD Choices. Intensive intervention wraparound is targeted for those youth that have had multiple hospitalizations, meet medical necessity criteria for residential treatment center level of care, are involved with child welfare, DJS or other child serving agencies or are placed in group homes. This funding stream provided by the Governor's Office for Children is aimed to serve those youth with intensive needs that fall in the top 5% of the needs triangle. Youth that are presenting with emerging needs such as school failure, attendance, suspension, expulsion and other behavioral problems are not eligible for services in this funding stream. Previously, when these funds were administered by the Collaboration Council, they included Return/Divert or Community Services Initiative (CSI) and Rehab Option.

Location of Service Provision: The wraparound process is provided to the families in the home and community.

Method & Source of Referrals: Referrals tend to come from area hospitals, residential treatment centers and child serving agencies. Beginning in January 2010, families and other referral sources must obtain a Certificate of Need confirming their eligibility as described above in services provided. They must deal directly with the Care Management Entity without any assistance by the Collaboration Council or the LCC.

Numbers Served Monthly and Annually:

FY09 data:

- 103 youth served

Participant Cost: It costs an average of \$85 per day or an average of \$33,000 per year to serve youth in the home and community using the wraparound process.

Barriers to Access: The restrictive criteria make it more difficult for child serving agencies and families to access the wraparound process.

FY 09 Wait List Information: 35-50 children continue to be on the waitlist at any given time.

Accountability: The Collaboration Council collects data that answers the questions “how well we do it” and “Is anyone better off”? Due to the eligibility criteria being restrictive, youth served via this funding stream tend to have acute psychiatric needs. Outcomes indicate that it continues to be a challenge to engage and provide services to the youth and families in this funding stream. Very often families are frustrated and tired by the time they become eligible to receive the wraparound process and youth often end up entering a higher level of care prior to completion of wraparound.

RECOMMENDATIONS

- Referral processes and the services available via the Collaboration Council’s system of care are clearly understood and used by MCPS. These should continue.
- The wraparound process is demonstrating good outcomes and is an important strategy for students showing behavioral concerns leading to suspensions and dropping out of school. This early intervention must be maintained and expanded.
- PBIS and wraparound are both shown to be effective practices. With more MCPS schools utilizing the PBIS model, we recommend integrating wraparound approach for those students identified as needing services beyond what the school can provide. This is occurring in other jurisdictions and leading to good outcomes. Additional background reading can be provided upon request.

Local Access Mechanism (LAM) Referral Guide and Checklist

Access Points and Referral Sources: These are some general guidelines to consider before or in addition to referring to the Local Access Mechanism (LAM) office, especially for children whose current needs do not appear to be at an intensive level. They are not meant to be a barrier to referring, but to ensure that eligible services within the community are being explored.

- 1) Has the child's school staff (i.e. guidance counselor, PPW, school psychologist, etc) been contacted in trying to help the child? Y N
- 2) Has the CAP, EMT process (if applicable) been explored? Y N
- 3) Is the child/family receiving therapy and/or medication management services? Y N
If not, has the child/family been referred for therapy services and/or medication evaluation outside of the school? Y N
If yes, has there been direct contact with the therapist and/or doctor (with parental consent) to communicate any concerns since they may be able to intervene more quickly? Y N
- 4) If the school where the child attends has a Linkages to Learning program, has that been explored as resource for counseling and/or case management services? Y N
- 5) If the child/family is involved with other child serving agencies* (see below), has their contact person at these agencies been consulted to see if those systems already involved can further meet the child/family needs? Y N
- 6) Does the child/family have multiple issues and need intensive level services? Y N
- 7) Could the child/family get their needs met through accessible after-school, mentoring, tutoring or other single services/programs alone? Y N
If so, have you checked into InfoMontgomery (www.infoMontgomery.org) for these resources? Y N
- 8) Have there been many services already provided and the child/family is still in high need of support? Y N
- 9) Is the family willing to engage in 'in-home services?' Y N

*(i.e. Department of Juvenile Services (DJS), Child Welfare Services (CPS/CWS), Core Services Agency, the school system, Developmental Disability Administration, etc)

Eligibility Criteria for Wraparound Services

Child is most likely to be eligible for Wraparound process provided by Maryland Choices if one or more boxes have been checked:

- 1) The child/youth is presenting with behaviors that are difficult to manage in the classroom, home or community YES NO

- 2) The child/youth is truant or has missed several weeks of school YES
NO

- 3) The child/youth is at risk of or is likely to be in a gang YES NO

- 4) The child/youth is at risk of a Residential Treatment Center placement as indicated by clinician/therapist due to the emotional, behavioral or other substance abuse issues YES NO

- 5) The child/youth is at risk of an out of home placement i.e. kinship care, group home, foster care, or stuck in an acute care facility YES NO

- 6) The child has had 1 or more psychiatric hospitalization YES NO

Please fill out the CWIN referral form with as much detail as possible so that we can move quickly through the process and get the child and family connected with Maryland Choices.

Organization	Service Provided	Method & Source of Referral	Total FY10 Funding (County)	Barriers to Accessing Service	Wait List for FY09? Yes or No	Students on Wait List	Students on Wait List in FY09	Avg Amt of Time to Wait for Services
Identity, Inc.	Youth Opportunity Center - Positive Youth Development	Self-referral, MCPS, Police Department, DHHS, Departments of Police, Recreation, Libraries, Juvenile Services and Parents	\$548,992	Space issues impact ability to serve a larger number of youth.	No	N/A	N/A	N/A
Identity, Inc.	After School	MCPS staff and self referral	\$318,362	Transportation home after school, particularly for middle school students.	Not at this time..	The schools make referrals until the after school programs are filled.	Unknown	Unknown
Identity, Inc.	High School Wellness Ctr ^a	Self-referral, Parents, MCPS staff and DHHS	\$562,500	Possible misinterpretation at times by parents of services for students	No	N/A	N/A	N/A
KHI	Level I Outpatient Substance Abuse Treatment for Adolescents	All referrals come through DHHS - Screening and Assessment Services for Children and Adolescents (SASCA) following an assessment. Primary referral sources are Police diversion, Department of Juvenile Services, Schools, Family and Self-Referrals	\$131,672	The only barriers are the limited number of treatment slots. KHI serves only the Up County area, so transportation is not a large barrier.	Yes	Approx. 5	10	About 30 to 45 days. Many families couldn't wait and found alternative services that were less intensive such as drug education, even though the need was for drug treatment.
Latin American Youth Center	Prevention, Early Intervention & Diversion for At-Risk Youth	Schools, Department of Juvenile Services, DHHS, Community Programs and Self-Referrals	\$200,000	Shortage of available mental health counseling. Limited service delivery Up county and transportation for Up county clients to and from services.	Yes	Approx. 25 for some services	30	Up to three months for some services
Pride Youth Services	Youth Opportunity Center - Positive youth development	of referrals. Others include Community Programs, Department of Juvenile Services, and DHHS' Screening and Assessment Services for Children and Adolescents (SASCA)	\$69,671	Space issues have affected amount of youth who can be served in the down county area.	No	N/A	N/A	N/A
Street Outreach Network (SON) ^b	Outreach and engagement to high risk and gang-involved youth throughout the County.	MCPS, Departments of Police, Libraries, DHHS, Non-profit providers, Public Communications	\$401,329		No	N/A	N/A	N/A
Journeys Program	Intensive Outpatient Program for adolescent substance abuse treatment and a 5 day a week after-school program.	The Department of Juvenile Services, Juvenile Drug Court, and the DHHS SASCA program are the referral sources for the Journeys Program.	\$167,256	Journeys provides transportation to the program and back home for many of the clients. However, transportation is not available to all of the youth because another van and driver are needed to provide access to more of the county. The other barrier is limited treatment slots 25 (50 annual).	Yes	6 to 8	14	Juvenile Drug Court referrals are priority. General DJS and SASCA referrals may have to wait 2 to 3 months.
Suburban	Level I Outpatient Substance Abuse Treatment for Adolescents	All referrals come through DHHS - Screening and Assessment Services for Children and Adolescents (SASCA) following an assessment. Primary referral sources are Police diversion, Department of Juvenile Services, Schools, Family and Self-Referrals	\$131,672	The only barriers are the limited number of treatment slots. Suburban serves primarily the Mid-County area, so transportation is not a large barrier. However, because there we don't currently have a program in Silver Spring, transportation for down-county families is a barrier.	Yes	2 to 3	5	When there was a waiting list the average time was 3 to 4 weeks. Many families couldn't wait and found alternative services that were less intensive such as drug education, even though the need was for drug treatment.
TOTAL			\$2,531,454			39-41	59	

^a Total FY10 funding for High School Wellness Center is \$763,111. This includes Identity, Inc. contract (\$562,500); CHN II position (\$108,611); contractual medical services (\$74,900); and miscellaneous operating (\$17,100)

^b Total includes both personnel (\$315,489) and operating (\$85,840)

