

Strategies Related to Goal 2:

All students will learn in safe, secure
and inviting environments.

Contents of this section:

Page	STRATEGY TOPIC	Page	STRATEGY TOPIC
2-52	Prevention of Violent Disruptions	2-62	Parent Surveys
2-54	Intervention: Violent and Disruptive	2-63	Public Interactions
2-56	Alternative Placement	2-64	Public Awareness
2-58	Behavior Intervention Plans	2-65	Promote Student Attendance
2-59	Prevent ATOD Abuse	2-66	Extracurricular Activities
2-60	ATOD Intervention	2-67	Gifted Extra Curricular
2-61	CERT Training	2-68	Student Surveys
		2-69	Student Interactions

Goal 2 All students will learn in safe, secure, and inviting environments.

Monthly meetings

Pupil Per

Strategy: # 1. Prevention: Provide a continuum of services, pre-K –12, to assist students in their understanding that appropriate behavioral choices will result in success in school, home, and community.

Rationale: Research indicates (Austin and Bickel, Beyond Prevention Curricula: A Guide to Developing Alternative Activities Programs, 1994; Blyth and Leffert, “Communities and Contexts for Adolescent Development: An Empirical Analysis” Journal of Adolescent Research, 1995; Steinberg et al., “Preventing Problem Behaviors and Raising Academic Performance in the Nation’s Youth: The Impacts of 71 School-age Child Care Programs Supported by the CES youth Support initiative”, U. of Ill. at Urbana-Champaign and the Uof Wis. Center for Action on the Family, 1993) that prevention activities allow children to develop positive behavioral assets that increase the likelihood of making appropriate behavioral and academic choices.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
A systematic and comprehensive Pre K-12 guidance program	Schedule of lessons classes, and individual counseling And training Bi-monthly meetings 6year plans	School counselor & Coordinator for Guidance	Decrease in referrals for disrespect	Annual summer in-service
Character education activities are conducted in each school.	Plan implemented as designed	School based Character ed. liaison	Survey of staff and students	Ongoing monthly liaison meetings.
CCPS Rights and Responsibilities document. Will be provided to and reviewed with all students.	Sign-off sheet returned	School Administration Director for Student Services	Document inspected	Annually through 2008
“School Resource Officers” (Police officers assigned to school to act as a deterrent)	Law enforcement officers assigned to all schools	County Sheriff, municipal Police Departments, and Associate Superintendent of Schools	Increase in No. students identified	Annually
Freshman Seminar (ninth grade orientation program designed to help these students transition to high school.)	Classes scheduled	Classroom teachers Coordinator for Guidance Services	Grades in Seminar	Annually
“CHAMPS” (designated schools) “A positive Approach to Classroom Management” North East Middle, Elkton Middle, Perryville Middle, Cherry Hill Middle, Bohemia Manor Middle	Training of staff Teacher use	CHAMPS coordinator	Program eval tool	Annually

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Positive Behavior Intervention Strategies (middle schools) Additionally, Cecil Manner and Bay View elementary schools.	Training of Staff Team formation	PBIS Coach, Director for Student Services	Program Eval. Tool Number of schools in program	Annually
“Second Step Violence Prevention Program “	School teams being trained Classes being held	School team coordinator/team leader Coordinator for Health and Physical Education CHAMPS Coordinator	Reports submitted from Counselors	Annually

Prevention of Violent Disruptions

Goal 2 – All Students will learn in safe, secure and inviting environments.				
Objective 2.1 – Students will abstain from violent and disruptive behaviors.				
Indicators of Success: 2.1.a – Suspensions and expulsions for arson, firearms, explosives, guns, drugs and physical attack (disaggregated)				
2.1.b – Number of schools identified as “persistently dangerous” by MSDE definition				
Strategy #2: Intervention: Provide a continuum of services pre-kindergarten through grade twelve that intervene once a student has demonstrated a tendency or committed an action that indicates a potential to commit behaviors that are violent and/or disruptive.				
Rationale: The research supports a well designed program of services that provides alternate intervention strategies designed to address system expectations as well as individual student needs. (<u>Journal of Positive Behavior Interventions</u> ; Luiselli: Summer 2002; Robert Putnam; Michael Sunderland) The Cecil County Public School intervention program designed to address violent and disruptive behaviors includes intervention programs and activities to assist all students and specific initiatives targeting small groups or individual students. (<u>Journal of Emotional and Behavioral Disorders</u> ; Austin, Fall 2002, Tary Tobin; Jeffrey Sprague)				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Student service program is operating effectively in all 30 schools. Student Service Teams will assess school needs based upon identified data and design activities through the school improvement process that address total group, subgroups, and individual student needs.	Student Service Teams (SST) meeting logs track student action plans.	Building Administrator, Pupil Personnel Worker SST Chairperson	Closed Cases, Action plan data, Log data	Annually
Upper Bay Counseling Inc. or other appropriate external agencies service is available for identified students or subgroups of students. The school improvement process will be used to address needs assessment in this area.	Services being used by SST	Superintendent, Upper Bay Director, SST chairperson, Pupil Personnel Worker, and School Psychologist	Case Data	Annually
Guidance Services Conflict Resolution/Peer Mediation Program is organized and operating in designated schools. Total group and subgroups will be targeted through the school improvement process dependent upon needs assessment.	Peer mediators identified, trained and being used in selected schools.	School Guidance Counselor Coordinator for Health Education	No. of student referrals	Annually
Guidance Services Conflict Resolution/Peer Mediation Program is organized and operating in designated schools. Total group and subgroups will be targeted through the school improvement process dependent upon needs assessment.	Peer mediators identified, trained and being used in selected schools.	School Guidance Counselor Coordinator for Health Education	No. of student referrals	Annually through 2008
Section 504/Special Education Behavior Intervention Plans available for eligible students through the Section 504 Teams or Individual Education Program (IEP) Teams.	SST’s and IEP Teams trained in the 504/IEP process.	Building administration, SST Chair, Special Ed. Bldg. Coordinator Director for Student Services Coordinator for Sp. Ed. School Psychologist	504 and Sp. Ed. IEP referral data	Annually through 2008

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Saturday School Program available to Secondary Schools.	Program in place	Building administrator Director for Student Services	Log of SST Mtgs.	Annually
Options Program operating in six middle schools, and Elkton High School. Programs will be designed to address eligible students as identified by the Student Services Team.	All middle schools have trained options worker as member of SST	Associate Superintendent for Ed. Ser., Coordinator for Guidance Services	Recidivism rates, Suspension days saved	Annually
Alternative to Suspension Program in designated schools. Program will be designed to address student needs.	Selected secondary schools have documentation demonstrating the use of the ASP in lieu of suspension.	Building Administrator; Coordinator of Student Services	Out-of-School days saved.	Annually pending funding
Modified Instruction Program in all secondary schools.	Secondary schools have a MIP instructional assistant conducting CCPS designed program	Building Administrator; Coordinator for Guidance Services	Logs of interventions, training sessions	Annually
The County will provide a crisis intervention team for use in all schools in case of death, suicide, or severe injury	Team Manual, Team interventions and meetings	Director for Student Services, Pupil Personnel Worker, School Psychologist		Annually
Cecil Alternative Program (CAP) for grades 6-12 located at Providence. Comprehensive behavioral and academic intervention for referred students.	Students attending, Transition plans in place	Director for Student Services, Principal of CAP	Students finishing CAP program, Students successful back in regular school 1 year post intervention.	Annually

Intervention: Violent and Disruptive

Goal 2 All students will learn in safe, secure, and inviting environments.

Objective 2.1 Students will abstain from violent and disruptive behaviors.

- Indicators of Success :** **2.1.a Number of students suspended or expelled for arson, firearms, explosives, guns, drugs, and physical attack.**
 2.1.b Number of schools identified as “persistently dangerous” by MSDE standards.

Strategy #3: Alternative Programs - Provide system-based interim alternative learning environments for at-risk students to meet district expectations for instruction, assessment and student behavior.

Rationale: Student enrollment in our nation’s public alternative schools and programs is highly fluid. Students are removed from regular schools on an individual and daily basis, for a variety of reasons. Some are removed for disruptive behavior, such as possession of weapons, fighting, disruptive verbal behavior, criminal behavior, or the use, possession, or distribution of alcohol or drugs (Paglin, C. and Fager, J. 1997, Alternative Schools: Approaches for Students at Risk). Others are removed for reasons that put them at risk of education failure, such as chronic truancy, continual academic failure, teen pregnancy/parenthood, or mental health problems. Similarly, students are returned to regular schools largely on an individual basis, for a variety of reasons (Public Alternative Schools and Programs for Students At Risk of Education Failure: 2000-01, U. S. Department of Education, September 2002). Many public alternative schools and programs aim to return at-risk students to regular schools as soon as they are prepared to do so. Research supports that students in alternative programs improved on a variety of academic measures, including grades, attendance, social skills, number of courses failed, and decrease in disciplinary referrals (Oklahoma Technical Assistance Center, 1995). For identified at-risk students not having success in the traditional school settings, Cecil County Public Schools provides appropriate Alternative Programs to meet the students’ academic, behavioral, and social needs .

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide a 9-12 Summer School Program for identified students. Use same curriculum to engage students in rigorous learning as established by MSDE and Cecil County Public Schools. Includes original credit and recovery credit courses	Brochures for Summer School registration distributed to all schools. Schedule of classes. Lessons taught.	Coordinator of Home and Hospital Education and Special Programs; Classroom teachers; School Counselors	Enrollment % of students completing courses and earning high school credit.	On-going
Provide accommodations/modifications for summer school students who have IEPs and 504 plans.	Documents shared with teachers	Summer school coordinator, Building coordinator, Coordinator of Home and Hospital Education and Special Programs.	Document availability	Ongoing
Provide Home and Hospital Teaching Program services in the home or hospital as medically indicated to best meet students’ needs within the guidelines as outlined in COMAR 13A.03.05, Administration of Home and Hospital Teaching for Students IEPs and 504 information will be available for home and hospital staff.	Home and hospital student schedules; individual lessons weekly	Coordinator of Home and Hospital Education and Special Programs; Homebound teachers; school counselors	Enrollment % of students completing courses and earning high school credit or passing grades	On-going

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Provide online instruction through Nexus Learning services to students in the home or hospital. Online teaching uses simultaneous audio conferencing and whiteboards for teachers and students in the classes.	Student home or hospital online schedules; online lessons; inclusion of technology to complement learning.	Coordinator of Home and Hospital Education and Special Programs; Nexus online teachers; School Counselors; parents assisting		On-going
Offer an interim alternative educational setting during the determined placement time schedule. Ensure that the services adhere to policies, procedures of the Cecil County Public Schools.	Schedule placement conferences, arrange transportation	Director of Student Services; Principal of Alternative School, Counselors; SST Teams	Student days in attendance, Numbers of students referred; successful re-admission to public school setting.	On-going
Collaborate with residential and/or out-of-community placement services for treatment programs for youth at risk in collaboration with other local systems of care.	Conferences with parents; Individual Education Plan (IEP)	Coordinator of Special Education; Coordinator of Student Services; school administration Program Facilitator for Special Education	Student academic grade reports; Transition plan Local coordinating Council	On-going

Alternative Placements

Goal 2: All students will learn in safe, secure and inviting environments.				
Objective 2.1 Students will abstain from violent and disruptive behaviors. Indicator 2.1.a Extended suspensions for arson, firearms, other guns, explosives, drugs, other weapons and physical or sexual assault on students or staff.				
Strategy Develop, implement and monitor Behavior Intervention Plans (BIP) to help students demonstrate appropriate lifetime behaviors.				
Rationale). The Behavior Intervention Plan (BIP) consists of positive intervention strategies and supports to address the behavior and needs of the students. Behavioral Intervention Plans allow school based teams to create individualized intervention programs to assist students with aggression replacement training (Goldstein, A.P. & Glick, B. 1987) and remediating social skill deficits (Sprick, R. Sprick M., & Garrison, M. 1993). Federal laws (20 USC 1415(k)(1),(k)(19); 34 CFR 300.129,300.520) and State legislation (EA§7-305(f); 13A.05.01.07B) mandate “Either before or no later than 10 business days after first removing the student for more than 10 school days in a school year, or commencing a removal that constitutes a change in placement, the public agency shall convene an IEP Team meeting. The IEP Team will develop an assessment plan if the public agency had not conducted a functional behavioral assessment and implemented a behavioral intervention plan for the student for the behavior that resulted in removal.				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Train staff in positive, proactive behavior management	Roster of training Training agenda	Central Office Student Support Services and Spec Educ staff Behavior Specialists, Guidance Counselors, Psychologists	Reduction in office referrals, suspension, expulsions and alternative placements of students with BIPs	Ongoing: professional days, school based meetings
Conduct Functional Behavioral Assessment based on the ABC components: Antecedent, Behavior, Consequences in order to identify behaviors that interfere with the education of self or others.	IEP minutes FBA forms 504 forms	Behavior Specialist, BC Counselors		Within 60 days of written parental consent
Develop and implement BIP/Management Plan to address behaviors identified above	Plan on record Tracking/point sheets	BC, Psychologist, Beh. Specialist, IEP team Teachers/Paraprofessionals		Within 30 days of the FBA review
Monitor and revise BIP/Management Plans as needed until student demonstrates self-regulated behavior	IEP minutes 504 minutes	IEP team Teachers 504 teams SST teams		Ongoing

Behavior Intervention Management Plans

Goal 2: All Students will learn in a safe secure and inviting environments

Objective 2.2 Students will abstain from harmful behaviors associated with substance abuse

Indicators of Success: 2.2.a Suspension and Expulsions for violation of the CCPS rights and responsibility handbook for issues dealing with substance abuse.

Strategy: Prevention: Provide school based programs that help students to make decisions not to use Alcohol, Tobacco and Other drugs (ATOD).

Rationale: The Sussman, S and Johnson, C (Eds) (1996) Drug Abuse Prevention Research Project has shown that students participating in curriculum based ATOD prevention education have shown improved skills and beliefs about substance abuse.

The Research Based Prevention Approach In The Peer Domain Project has shown that peer led programs have been significantly more successful in reducing alcohol onset and use rates than the same programs taught by adults.

Making the Grade: A Guide to School Drug Prevention Programs, 1996

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Cecil County Public Schools (CCPS) Student Rights and Responsibilities Handbook-outlines the consequences of ATOD use.	Every student receives a copy each year	CCPS Board of Education and local schools	Overall reduction in numbers of students involved in alcohol, tobacco, and drugs reported by MAS, and suspension data,	Annually
K-12 Health –provide an academic program which addresses content specific to alcohol tobacco and drugs.	Comprehensive health curriculum in all schools with ATOD.	Coordinator and classroom teachers		Annually Revisions as needed
Middle school and high school peer leadership programs, Students Helping Others and Understanding Themselves, and train students to become leaders in alcohol tobacco and drug prevention.	Agenda, rosters and action plans	Safe and Drug Free Schools Project Coordinator (SDFS) School based coordinators		Annually

Prevent ATOD Abuse

Goal 2: All Students will learn in a safe secure and inviting environments

Objective 2.2 Students will abstain from harmful behaviors associated with substance abuse

Indicators of Success: 2.2.b Maryland Student Assistance Program Referrals (MSAP)

2.2.c Maryland Adolescent Survey Results (MAS)

2.2.d Law Enforcement Agency citation, arrest and detentions

Strategy: Identification and Intervention: Identify students who are involved with alcohol, tobacco and other drugs (ATOD) and provide them with programs and treatment options.

Rationale: The MAS is a student driven-survey which produces usage statistics in grades 6, 8, 10 and 12.

The data from the MAS continues to reinforce the need for student support programs such as MSAP.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
The MSAP trains staff to identify students who may be ATOD involved and provide intervention strategies.	Rosters, agendas and participant evaluations.	Director for Student Services and Safe and Drug Free School Coordinator	Increase in numbers of students identified as being involved in alcohol, tobacco, and drugs reported by MSAP referrals, police citation referrals, arrest and detention.	Annual Training Aug/Sept CCPS Inservice New Member Training-October Summer Institute July State Maryland Student Assistance Program Professional Association (MSAPPA) Conference-February End of Year Report –
The police in schools program places police officers in our schools to intervene with students who are involved in ATOD.	Local and Municipal Police Agencies	Police Agencies and Associate Superintendent of Schools	Police intervention and arrest logs	Annually
The MAS is given every 2 years to 6 th , 8 th , 10 th and 12 th graders to determine the nature, extent, and trend of ATOD use among adolescents.	Cecil County Public Schools participation in the MAS	Coordinator for Guidance Services, Psychologists' Director and Principals	Police intervention and arrest logs	Every 2 years
The Cecil County Drug and Alcohol Center provides assessments, evaluations and treatment for students involved in ATOD use.	Written agreement between Cecil County Public Schools and Cecil County Health Department	Superintendent and Health Officers	Police intervention and arrest logs	Annually
The Student Service Team (SST) is a school-based team that assists in the identification of students for referral to MSAP	Monthly Meetings	Pupil Personnel Workers	Police intervention and arrest logs	Annually

ATOD intervention

Goal 2: All Students Will Learn in Safe, Secure and Inviting Environments

Objective 2.3: Students will attend schools that demonstrate a readiness to deal with emergency situations Indicators of Success :

2.3.a-Presence of approved Crisis Emergency Response Team (CERT) plans; 2.3.b-Safe Schools inspection results; 2.3.c-Fire, bus, secure status and civil defense drill compliance

Strategy 1: Provide unified command, training, and evaluation activities to prepare for coordinated interagency responses to all types of crisis situations.

Rationale: In their curriculum “Partnerships for Safe Schools,” (April, 2002) the U.S. Department of Justice-Office of Juvenile Justice and Delinquency Prevention and the International Association of Chiefs of Police make a clear case that school safety plans be needs-driven, created by teams from within and outside the school realm, and constantly tested and evaluated in order to effectively deal with emergency situations. Likewise, Workplace Violence Prevention: A Practical Guide to Security on the Job (Specialty Technical Publishers, 2003) makes clear the necessity for having a crisis plan that provides a variety of strategies for preventing, managing, and following up on traumatic situations.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Safe Schools Steering Committee will direct Safe Schools initiatives	Safe Schools Steering Committee membership and meeting minutes	Associate Superintendent for Administrative Services	Participation in each Safe Schools Steering Committee will be at least 60% of membership	Ongoing
School CERT teams will develop and implement CERT plans	Presence of approved CERT plans on file in each school and at Central office	Principal and CERT team Safe Schools Coordinator	Review of CERT plans by Safe Schools Coordinator	Ongoing
Each school will annually review CERT plan with faculty and staff	Staff meeting agendas and rosters	Principal	Annual meeting verified in writing by principal	Annually
Coordinate with emergency and law enforcement agencies to conduct annual table-top emergency drills involving all schools	Drill scenarios	Safe Schools Coordinator and Emergency Management Services and Maryland State Police staff	Written reports of drill performance	October-May, annually
Conduct annual Safe Schools inspections to determine compliance with Safe Schools expectations	Inspections conducted in each school	Maintenance Coordinator	Summary report for all schools inspected	Annually
Conduct Technical Assistance Visits (TAV) to assist schools in the refinement and implementation of their CERT plans	Schedule of TAV dates TAV agendas	Crisis Response Subcommittee Safe Schools Coordinator	Written reports of TAV visits	Ongoing
Conduct required safety drills (e.g. civil defense, fire, bus evacuation, secure status)	Submission of drill reports	Principal	100% of schools will achieve full compliance	Ongoing
Provide to each employee and annually review the <u>Emergency Procedures Guide</u> (Flip Chart)	Production and distribution of Guide	Safe Schools Coordinator	Distribution and review verified in writing by principal	Ongoing
Conduct unannounced secure status drills in schools at times other than regular class periods	Schedule of dates of unannounced drills	Safe Schools Coordinator Maintenance Coordinator	Written reports on conditions observed during drills	Ongoing

CERT training

Goal 2: All students will learn in safe, secure and inviting environments.				
Objective 2.4 Parents/Guardians will support the public school system.				
Indicators of Success: 2.4.a Satisfaction surveys				
Strategy #1: Parent support of the schools will be maintained and increased to assure student success through maximum engagement with their education.				
Rationale: Students in families fully involved with academics and school activities are more likely to be successful with their educational pursuits. This assertion is supported by the research included in studies by Valentine, Jeffrey C.; Cooper, Harris; Nye, Barbara; and Lindsay, James J., Relationships between five after-school activities and academic achievement, <u>Journal of Educational Psychology</u> , June 1999 and Robst, John and Keil, Jack, The relationship between athletic participation and academic performance: Evidence from NCAA Division III, <u>Applied Economics</u> , April 2000.				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Satisfaction surveys completed by parents will be processed so that items with least satisfaction will be examined with the goal of corrective solutions being implemented.	Satisfaction surveys completed Training session with school staff documented Harris data 1/3 per year Follow-up analysis Minutes of School Improvement Teams (SIT)	<ul style="list-style-type: none"> • Principal • SIT • Public Information Office • Executive Directors for Instruction 	Improved satisfaction ratings on subsequent surveys	Annually

Parent surveys

Goal 2: All students will learn in safe, secure and inviting environments.

Objective 2.4 Parents/Guardians will support the public school system.

Indicators of Success: 2.4.a Satisfaction surveys

Strategy #2: All student, parent and community communications are expedited by CCPS staff in a spirit of good customer relations which includes timeliness, efficiency and effectiveness.

Rationale: The system welcomes the communication of concerns in all forms by students and parents as a means of improving educational services. In their study, Making Our High Schools Better: How Parents and Teachers Can Work Together, 2002, Dodd, Ann Wescott and Konzal, Jean L. found that the positive quality of all parent and student interactions with the school system enhances the likelihood of student educational success.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Develop procedures to assure that consumer (student/parent) initiated contacts with CCPS regarding their concerns are routed quickly to the staff member most able to address the need in a courteous, business-like manner.	Message slips Logs Notes Calendars Journal entries	All CCPS staff	Improved ratings on items related to consumer satisfaction on school and system surveys	Annually
Train staff at all levels to be knowledgeable of basic human relations principles and develop a customer-oriented approach in all contacts with the consumers of systems' services.	Training program agendas Outcomes of training sessions Attendance lists of those trained	All staff in supervisory positions	Staff annual performance assessment item relatives to customer contacts Satisfaction surveys	Annually
Promote a consumer-oriented attitude throughout the system in relations with education stakeholders.	Office of Public Information record of activities Schedule of in-service trainings	Office of Public Information	Satisfaction surveys Assessments of efforts complete by Office of Public Information	Annually
Work with various school system personnel to analyze concerns/complaint data; identify and provide training for consistency in addressing resolutions.	Consistency evident across department checks	Public Information Officer All CCPS Staff	Instrument for identifying issues Training Program	Annually
Review issues raised in exchanges with consumers to determine if change is needed.	Changes in system prompted by consumer input	Supervisory staff	Success of innovative programs brought about by consumer input	Annually

Public Interactions

Goal 2: All students will learn in safe, secure and inviting environments.

Objective 2.4 Parents/guardians will support the public school system.

Indicators of Success: 2.4.b Parent participation data

Strategy: Increase public awareness of quality and variety of programs and services offered.

Rationale: With heightened public awareness of the strength of CCPS educational initiatives, more students and parents are likely to support public school education (Dodd and Konzal, Making Our High Schools Better: How Parents and Teachers Can Work Together, 2000).

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Promote to parents the responsive nature of the school system in the variety and quality of programs conceived to better serve students and the community.	CCPS website County-wide calendar PIO Annual Report Orientation, articulation and transition programs Promotional materials Local media (newspaper, radio, television) School handbooks and newsletters PTA, ASTP, PTO, etc.	Office of Public Information Principals Superintendent	Satisfaction surveys regarding public perception of school system Feedback from stakeholder groups (PAC, ASTP, PTO)	Annually
Each school will regularly review data on numbers of parents involved with school activities as school volunteers, PTA members, booster club members, participants and spectators at school sponsored events as a means to determine ways of increasing positive outreach between home and school.	School volunteer records Membership lists of school parent organizations Numbers of adult ticket sales for school events Estimates of numbers of parents participation	Principals All staff involved in student events to which parents are invited	Number of parents participating in school related activities.	On-going

Public awareness

Goal 2: All students will learn in safe, secure and inviting environments.

Objective 2.5 Students will support the public school system.

Indicators of Success: 2.5.b Student attendance data

Strategy: Promote regular student attendance by A) consistent enforcement of county attendance policies, B) use of Pupil Personnel Workers to identify and resolve obstacles experienced by individual students and C) use of school based attendance incentive programs.

Rationale: Children who are not committed to school have ceased to see the role of student as a viable part of their lives and are at higher risk for problem behaviors. (Gottfredson, D.C. et al. Reducing Disorderly Behavior in Middle Schools, Report No. 37. Baltimore, MD: Center for Research on Elementary and Middle Schools, 1989; Johnston, L.D. Toward a Theory of Drug Epidemics, included in Persuasive Communication and Drug Abuse Prevention, Hillsdale, NJ. 1991)

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Carefully monitor all factors contributing to student attendance patterns with the goal of identifying reasons for good attendance and correctable causes of excessive student absences.	Individual student attendance scan sheets School attendance reports Student Services Team logs Pupil Personnel Worker logs Correspondence with parents concerning attendance School attendance incentive program data	Pupil Personnel Workers Counselors Student Services Team members Principals	Improved percentage rates of daily average attendance in the aggregate and in subgroups for all schools Reduce number of student failures due to a violation of the school attendance policy	On-going

Promote student attendance

Goal 2: All students will learn in safe, secure and inviting environments.				
Objective 2.5 Students will support the public school system.				
Indicators of Success: 2.5.c Percent of students participating in extra-curricular activities.				
Strategy: Provide a diverse and inviting selection of extra-curricular activities to attract increased student participation in school activities beyond standard class attendance.				
Rationale: Students in families involved with academics and school activities are more likely to be successful with their educational pursuits. This assertion is supported by the research included in studies by Valentine, Jeffrey C.; Cooper, Harris; Nye, Barbara; and Lindsay, James J., Relationships between five after-school activities and academic achievement, <u>Journal of Educational Psychology</u> , June 1999 and Robst, John and Keil, Jack, The relationship between athletic participation and academic performance: Evidence from NCAA Division III, <u>Applied Economics</u> , April 2000.				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Review data on number of students involved in all school activities including athletics, music, drama, literary clubs, etc., to determine ways of increasing student participation.	Eligibility lists Team rosters Membership lists Printed programs from activities or events	Principals Athletic directors Coaches Club sponsors	Number of students / parents participating in school-related activities	Annually
Continue to review interscholastic athletic opportunities and participation.	Rosters of teams	Coordinator of Athletics and School Ath. Directors	Number of students / parents participating in school-related activities	Ongoing

Extracurricular Activities

Goal 2: All students will learn in safe, secure and inviting environments.

Objective 2.4: Parents will support the public schools.

Objective 2.5: Students will support the public schools.

Indicators: 2.5.c: Participation in extra-curricular programs

Strategy: Extra-curricular programs address interests and abilities of gifted and talented students.

Rationale: NAGC Gifted Program Standards for Program Administration and Management: (3) Gifted education programming must include positive working relationships with constituency and advocacy groups, as well as compliance agencies.

NAGC Gifted Program Standards for Curriculum and Instruction: (5) Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches and resource materials.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Encourage student involvement in extra-curricular programs such as Destination ImagiNation® or Lego League®.	Number of teams participating in regional competition	Program Facilitator for G/T; Challenge teachers	Increased number of DI or Lego League teams in schools.	Annually DI- spring competition
Continue collaboration with Cecil College, in order to inform students of After School, Saturday and Summer programs to gifted students.	Number of courses offered	Program Facilitator for G/T	Number of programs offered in collaboration with CCC.	Annually
Encourage student participation in Maryland Summer Centers for Gifted and Talented Students.	Number of students applying to and accepted by a Maryland Summer Center	Challenge teachers	Increased number of students participating in MSC.	Annually Spring registration for summer centers
Continue to host countywide Challenge Program meetings for parents, providing information regarding extra-curricular programs of interest to gifted students (e.g., JHU Talent Search, DI, Summer Centers, etc.)	Meeting agendas and attendance rosters	Program Facilitator for G/T	Increased number of parents attending information meetings	Two per year
Continue to involve parents in the design and implementation of program offerings for gifted and talented students as part of the G/T Task Force.	Meeting agendas	Program Facilitator for G/T	Increased number of parents on G/T Task Force	Quarterly

Gifted Extra Curricular

Goal 2: All students will learn in safe, secure, and inviting environments.

Objective 2.5 Students will support the public school system.

Indicators of Success: 2.5.a Satisfaction Surveys

Strategy #1: Student support of the schools will be maintained and increased to assure student success through maximum engagement with their education.

Rationale: Students in families fully involved with academics and school activities are more likely to be successful with their educational pursuits. This assertion is supported by the research included in studies by Valentine, Jeffrey C.; Cooper, Harris; Nye, Barbara; and Lindsay, James J., Relationships between five after-school activities and academic achievement, Journal of Educational Psychology, June 1999 and Robst, John and Keil, Jack, The relationship between athletic participation and academic performance: Evidence from NCAA Division III, Applied Economics, April 2000.

Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Satisfaction surveys completed by students will be processed so that items with least satisfaction will be examined with the goal of corrective solutions being implemented.	Satisfaction surveys completed Training session with school staff documented Data from all schools at 10 schools per year on a three year cycle. Follow-up analysis Minutes of School Improvement Teams (SIT)	Principal SIT Public Information Office Executive Directors for Instruction	Improved satisfaction ratings on subsequent surveys	Annually

Student Surveys

Goal 2: All students will learn in safe, secure, and inviting environments.				
Objective 2.5 Students will support the public school system.				
Indicators of Success: 2.5.a Satisfaction Surveys				
Strategy # 2: All student, parent, and community communications are expedited by CCPS staff in a spirit of good customer relations which includes timeliness, efficiency and effectiveness.				
Rationale: The system welcomes the communication of concerns in all forms by students and parents as a means of improving educational services. In their study, <u>Making Our High Schools Better: How Parents and Teachers Can Work Together</u> , 2002, Dodd, Ann Wescott and Konzal, Jean L. found that the positive quality of all parent and student interactions with the school system enhances the likelihood of student educational success.				
Activities	Evidence of Implementation	Responsibility	Evaluation	Timeline
Develop procedures to assure that consumer (student/parent) initiated contacts with CCPS regarding their concerns are routed quickly to the staff member most able to address the need in a courteous, business-like manner.	Message slips Logs Notes Calendars Journal entries	All CCPS staff County Council of Student Councils	Improved ratings on items related to consumer satisfaction on school and system surveys	Annually
Train staff at all levels to be knowledgeable of basic human relations principles and develop a customer-oriented approach in all contacts with the consumers of systems' services.	Training program agendas Outcomes of training sessions Attendance lists of those trained	All staff in supervisory positions	Staff annual performance assessment item relatives to customer contacts Satisfaction surveys	Annually
Promote a consumer-oriented attitude throughout the system in relations with education stakeholders.	Office of Public Information record of activities Schedule of in-service trainings	Office of Public Information	Satisfaction surveys Assessments of efforts complete by Office of Public Information	Annually
Work with various school system personnel to analyze concerns/complaint data; identify and provide training for consistency in addressing resolutions.	Consistency evident across department checks	Public Information Officer All CCPS Staff	Instrument for identifying issues Training Program	Annually
Review issues raised in exchanges with consumers to determine if change is needed.	Changes in system prompted by consumer input	Supervisory staff	Success of innovative programs brought about by consumer input	Annually

Student Interactions