

Student Safety and School Culture

Citizens Advisory Committee

March 27, 2024





Goals

Student Safety

- To understand the strategies and processes utilized in CCPS to support student and staff safety.

School Culture

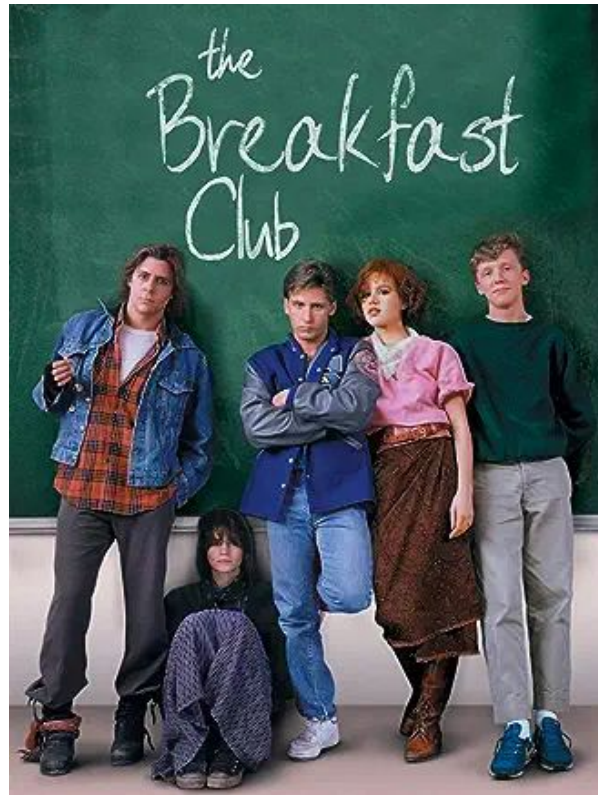
- To understand the strategies and processes to support a positive school climate for our students and staff.





Connection Before Content

To celebrate the 40th anniversary of *The Breakfast Club*, which character was most like you in high school?





CECIL COUNTY PUBLIC SCHOOLS

STRATEGIC PLAN

MISSION STATEMENT

CCPS serves equitably through positive relationships as a safe, collaborative community. We will ensure all learners acquire the knowledge, skills, and qualities to be responsible, caring, and ethical citizens.



*Serving
LEARNERS,
FAMILIES,
and the
COMMUNITY*

OUR

VALUES

EQUITY

We promote fairness, access, opportunity, and inclusion.

INTEGRITY

We practice honesty, trust, and transparency.

HIGH STANDARDS

We meet each learner with expectations for growth and accountability.

COLLABORATION

We work together to strengthen our communities.

WHOLE LEARNER

We address the academic, behavioral, and social-emotional needs for each learner.

STRATEGIC THEMES



Safe Schools



Equitable Rigorous
Learning Opportunities



Communication & Trust



Recruitment and Retention
of a High-Quality Workforce



Community and Engagement

VISION STATEMENT

To educate and empower every Cecil County learner through equitable opportunities to build and strengthen our community.



School Safety





School Safety

Proactive	Responsive	Training
<ul style="list-style-type: none">● CERT Plan and Teams● Navigate 360● Raptor● Secure Entrances● Drills● ALICE● Two-Way Radios● Monthly SRO Meetings● Regulations/Policies● Judy Center	<ul style="list-style-type: none">● BARK● Tip Line● CSTAG● Risk of Self Harm● Collaboration with Outside Agencies● SRO Program	<ul style="list-style-type: none">● Vector● Drills● Annual Mandated Trainings● CPI

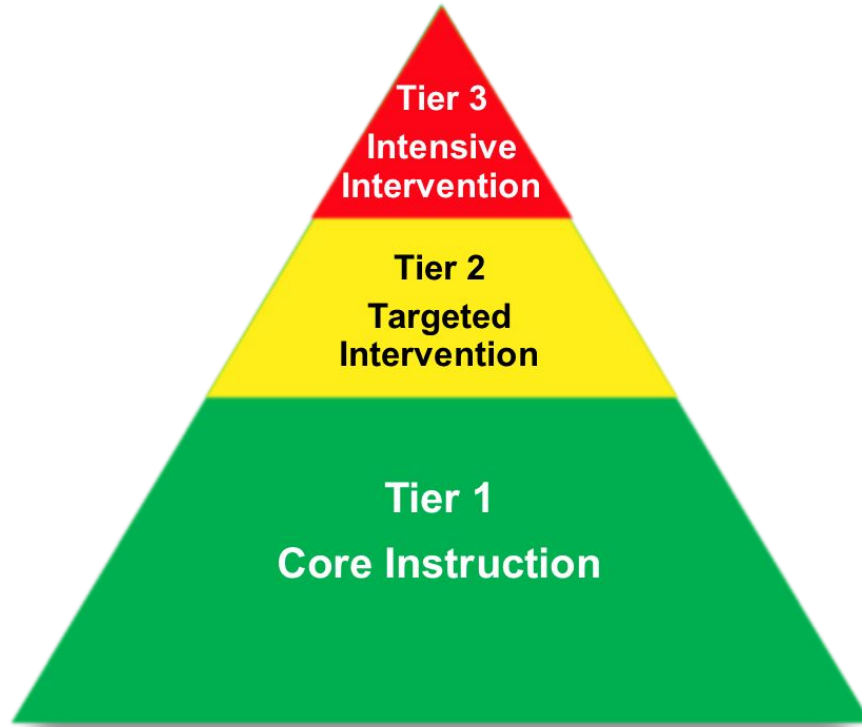


School Culture





Multi-Tiered Systems of Support



- SST
 - IEP/Section 504 referral
 - Outside agency referral
 - Local Care Team
- Check In Check Out
 - Small Group Counseling
 - Parent Conferences
- PBIS
 - School Counseling Activities
 - Second Step (K-8)
 - Classroom community building



Tier 2 Intervention



- Check in/Check out
- Small Group Counseling
- Parent Conferences

My Daily Progress

Name: _____

Date: _____

Goal: _____

Be Respectful
Act Kindly
Follow Directions

Be Responsible
Work Hard
Keep Focused

Be Safe
Hands and Feet to Self
Stay in Seat

2=Excellent; 1=Try Harder; 0=Needs Improvement

Target Behaviors	AM Check In	Writing	Reading	Math	Science/ Social Studies	Specials
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Total Points (___/36) Parent Signature: _____

Additional Comments:



Tier 3 Intervention

- **FAPE**

- Timelines
- Meaningful Participation
- Comprehensive Evaluation

- **Services**

- Special Education and Related Services

- **Specially Designed Instruction**

- Content, methodology, or delivery of the instruction is individually adapted

- **LRE**

- Principle that guides a child's education program





Data Analysis

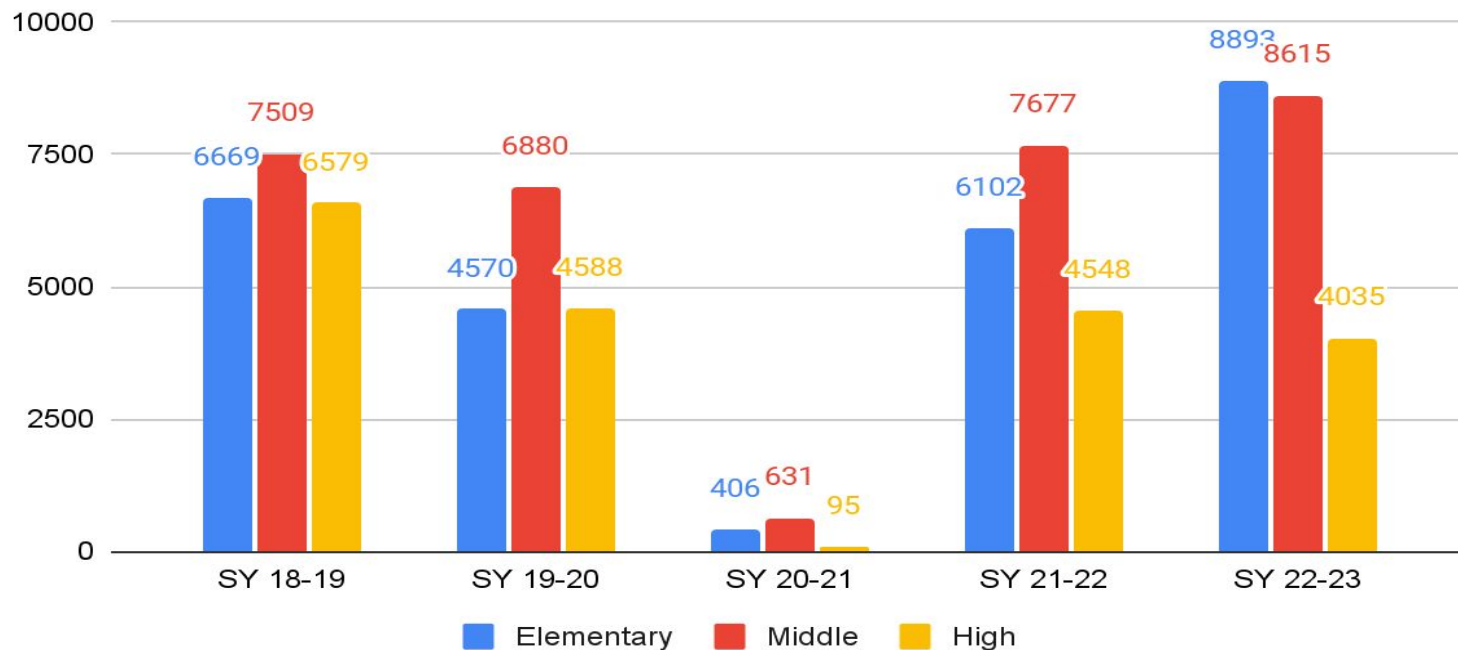


- Discipline Data
 - MIR
 - ODR
 - Suspension
- Risk of Self Harm



Discipline Data: MIR

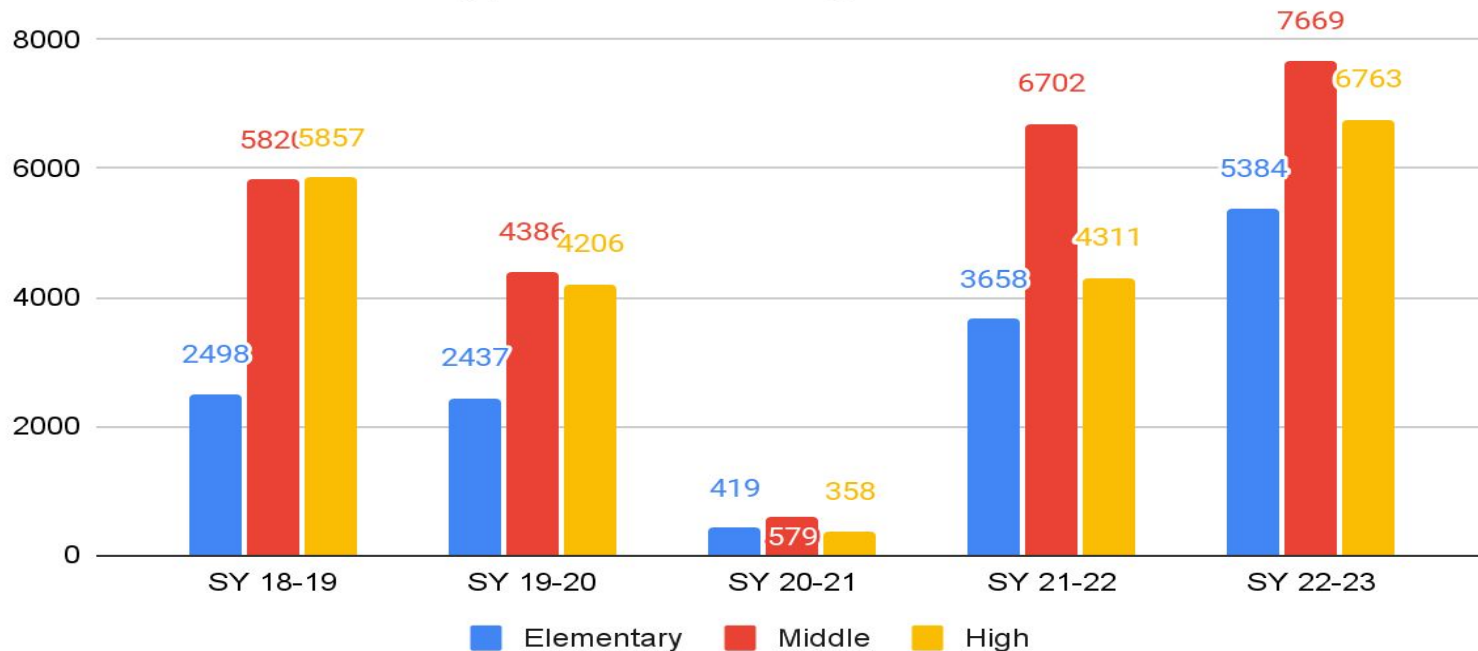
MIRs at Elementary, Middle and High





Discipline Data: ODR

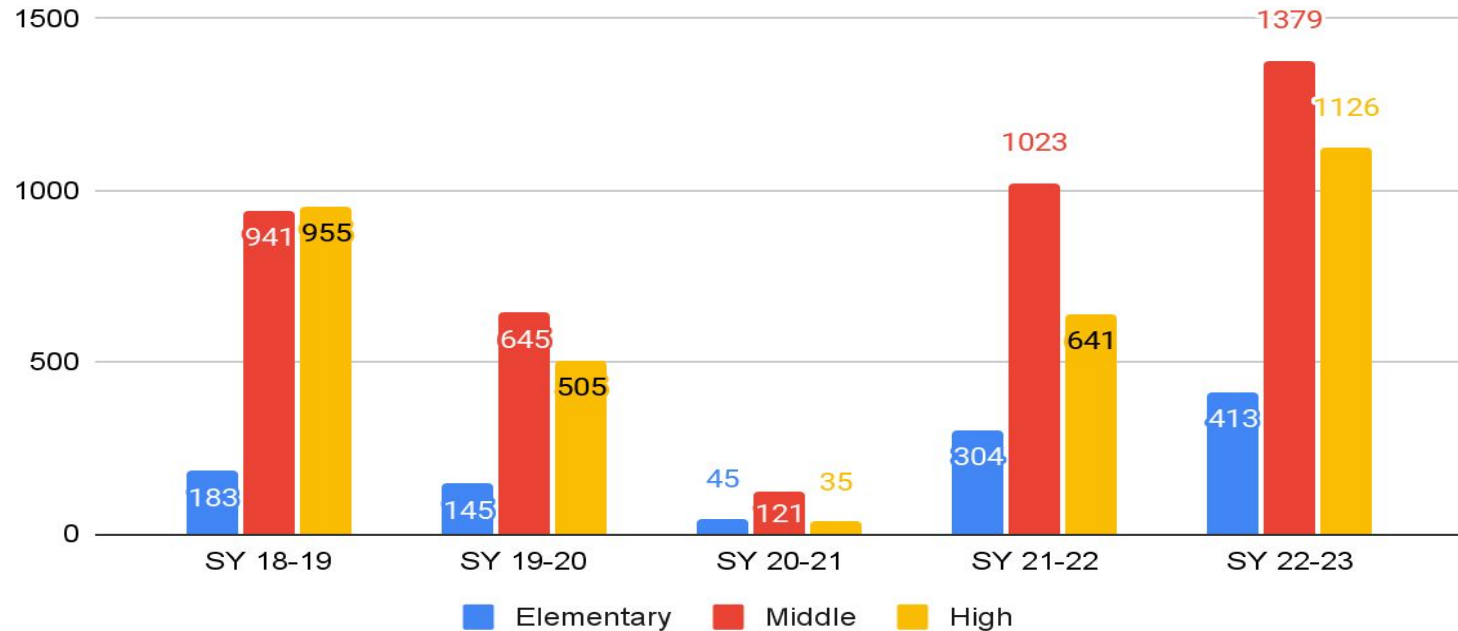
ODRs at Elementary, Middle and High





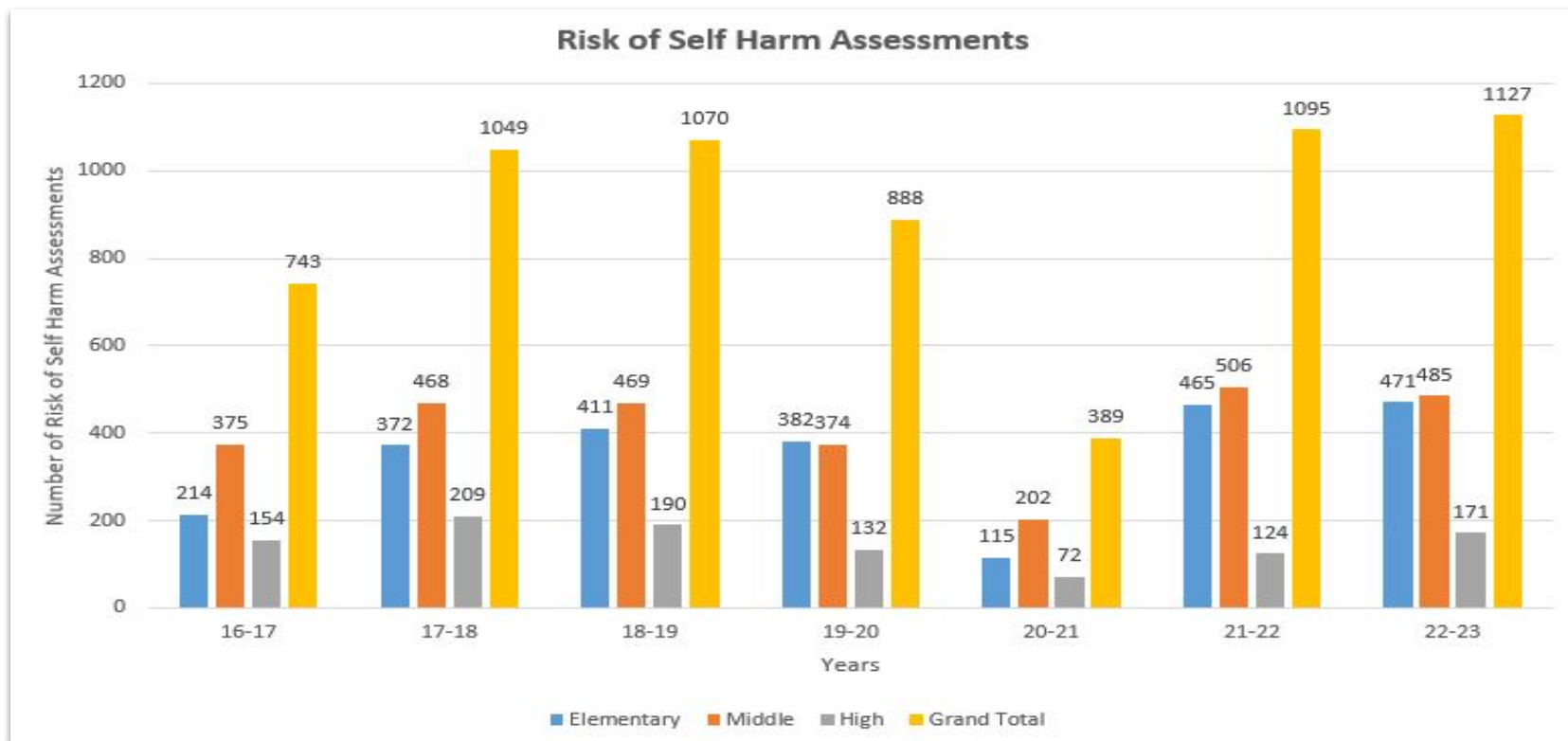
Discipline Data: Suspensions

Suspensions at Elementary, Middle and High



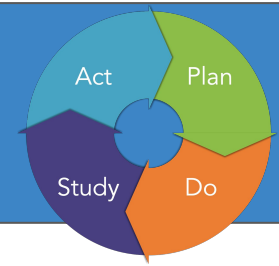


Risk of Self Harm Assessments





Student Stories



Student 1

- Discipline Data
- MTSS process
- Support Plan
- Success

Student 2

- Complex Trauma
- Referrals to DSS, LCT
- MTSS process
- Why?
- Support Plan
- Success

Student 3

- GE setting
- MTSS Process
- RISE-B
- Non-Public
- Home School
- LFI and Employed
- Success



Investment in Support, FY25

Full Time Equivalent Positions

- School Counselors
- Student Support Technicians
- School Psychologists
- Community School Advisors
- School Social Workers
- Pupil Personnel Workers/Student Services Resource Teachers
- School Health Practitioners



Investment in Support, FY25

Specialized Programs

- RISE
- In-District Classroom
- Cecil Alternative Program
- Non-Public



Investment in Support, FY25

Programming Costs

Special Education

● Special Education Request	\$2,430,893.56
● Non-Public School Programs	\$4,335,107.25
● Psychological Services	\$193,479.80
● Related Services	\$1,744,501.30
● Infant and Toddler	\$243,000.00

Student Services

● Student Personnel Services	\$3,477,103.52
● Home and Hospital Instruction	\$456,980.00
● Guidance Services	\$933,708.00



Concentration of Poverty

	FY24		FY 25	
COP Personnel Schools	GMES, HHES, TEES, EMS	\$1,091,292	BES, BVES, CES, CMES, GMES, HHES, NEES, TEES, EMS	\$2,464,245
COP Per Pupil Schools	None	None	GMES, HHES, EMS	\$311,602
TOTAL		\$1,091,292		\$2,775,847

***\$1,684,555 increase from FY24**

*These funds pay for a Community School Advisor and a nurse in each school as well as wrap around services.



Questions

