

Quarterly Maryland Pyramid Model State Leadership Team Meeting

Date Tuesday, June 6, 2023 | *Time* 11:30 AM – 1 PM | *Location* Zoom

The Vision of the Maryland Pyramid Model State Leadership Team (SLT) is for families in partnership with the early childhood workforce to have the ability to equitably nurture and support infants' and young children's social-emotional development and well-being within their diverse family cultures and communities to foster lifelong success. This can be accomplished through the integration of the Pyramid Model with other related promotion, prevention, intervention, and treatment efforts in the state.

The Mission of the Maryland Pyramid Model State Leadership Team (SLT) is to develop, evaluate and sustain a statewide collaborative effort, guided by national models, that supports the local implementation of the Pyramid Model framework. This work is rooted in fidelity within a variety of early childhood programs and settings across communities within the state. We are committed to actualizing this work with deep intentionality around addressing equity and the needs of BIPOC (Black, Indigenous, and People of Color) students, educators, families, and communities as referenced in our Equity Statement.

Equity Statement for the Maryland Pyramid Model State Leadership Team (SLT) In recognition of the historical, systemic and current racial inequities that exist throughout all levels and layers of our society, we acknowledge that our youngest citizens are too often exposed and harmed. We know this delivers a lasting impact on their social and academic trajectories, the most detrimental of which are higher rates of suspension and expulsion among young black, indigenous, and people of color (BIPOC) before they enter kindergarten, which begins the preschool to prison pipeline. We believe that practices that promote social and emotional awareness and skills in both children and adults, like the Pyramid Model, can serve to significantly correct and address these realities. Recognizing this, the Maryland Pyramid Model SLT commits to implementing the Pyramid Model through a culturally responsive and anti-racist lens. In an effort to move this work forward, we are currently focusing on the following action items, and articulate them here to hold ourselves accountable:

- Implementation of a subcommittee dedicated to elevating equity that meets regularly and supports activities of the full SLT, with specific review of goals and accomplishments during the annual review of the Benchmark of Quality (BOQ).
- Ongoing review and adaptation of training and coaching curriculum to increase the equity lens within Maryland Pyramid Model efforts.
- Adding diversity, equity, and inclusion measures into the BOQ fidelity items.
- Ongoing intention of adding and elevating the voices and perspectives of BIPOC partners involved in Pyramid Model efforts across the state.

Attendance: Cindy Bouchard, *Howard County Public Schools*; Don Corbin, *MSDE*; Martha Hartlaub, *UMB SSW*; Meredith Holmes, *Anne Arundel County Public Schools*; Bonnie Kinsey, *Parent's Place of Maryland – Family Partner*; Deborah Langer, *MSDE*; Sheila Maness, *Prince George's County Child Resource Center*; Mary Manning-Falzarano, *Montgomery County Infant & Toddlers Program*; Lydia Nunn, *Prince George's County Public Schools*; Kym Nwosu, *Howard County Public Schools*; Kristen Paul, *Parents' Place of Maryland*; Kaymi Plank, *MSDE Judy Center Program Manager*; Lisa Shanty, *MSDE & IDEALS*; Kaya Swann, *UMB SSW*; Kate Sweeney, *UMB SSW*; D'Lisa Worthy, *Behavioral Health Administration*

➤ **The meeting was initiated, and members present were invited to sign in within the chat.**

➤ **Administrative BOQ Items**

- The Vision, Mission, and Equity Statements were read and reviewed.
- The May 2023 Meeting Minutes were reviewed and ratified.

Upcoming Subcommittee Meetings

Elevating Equity Subcommittee (4th Thursday @11) 6/22 at 11am (special Equity Retreat planning meeting on 6/16 at 12:30pm.)

Professional Development Subcommittee (1st Wednesday @1) 6/7 at 1pm

Fidelity & Evaluation Subcommittee (2nd Monday @9) 6/12 at 9am

Family Engagement Subcommittee (4th Thursday @1) 6/22 at 1pm

Implementation & Demonstration Site Subcommittee (4th Monday @2) 6/26 at 2pm

➤ Announcements & New Resources

1. National

- Functional Assessment Interview: Teacher Form
- Implementation Checklist for Infant & Toddler Classrooms
- Pyramid Model commitments Poster
- Pyramid Model Research - Video Recording
- Preparing for the Pyramid: Classroom Essentials - now available in Spanish
- *Note:* Infant-Toddler and Preschool Classroom Module Series – Updated after May 11 based on NTI feedback.

2. Maryland

- Working with a Head Start team in Harford Co. to pilot the updated Maryland PM curriculum. Implementation site coaches will be piloting as well. TOT in the fall will provide more information. This is an exciting refresh and focus on intentionality with infusing equity in this work.
- NCPMI has blessed the modularization (smaller units) of the PM trainings to allow more flexibility with training timeframes.
- Subcommittee Updates: PIEC team working on accurate acting list of subcommittee members. SLT members should reach out to PIEC if interested in joining any of the subcommittees.
- Implementation Sites Update:
 - Official announcement coming soon.
 - Introduction meetings between site directors and site coaches occurring this month.
 - Site coaches invited to Implementation & Demonstration Site Subcommittee meetings.
- Pyramid Model Implementation Data System (PIDS)
 - Continuing to move through the process of purchasing the system.
 - UMB legal team working contracts.
 - 15 states are now involved in collaboration on this data system.
- Reminder to send PM work updates to PIEC team to share out in newsletter and social media and potentially present on at a future SLT monthly meeting.

3. Elevating Equity Subcommittee Report

- April & May meetings have been focused around examining characteristics of White Supremacy Culture.
- A draft agenda for the Summer Equity Retreat was shared in an email prior to this meeting and was reviewed for feedback. Focus on Suspension & Expulsions occurring in the state, as well as centering equity in the implementation site work. Implementation Site coaches invited for afternoon portion to join conversation around NCPMI guidance document on Suspension & Expulsion. Time allowed for work group planning.

4. Highlighting PM Work in the State

- Kristen Paul shared her experience and research into Exclusionary Discipline in Maryland and how it relates to the Pyramid Model.
- Slides will be sent out with meeting follow up and minutes. Slides clips included below.

How Early Does Exclusionary Discipline Start?

- Compared with K through 12 students, preschoolers are suspended at nearly 3 times the frequency of older students
 - 250 Preschoolers are suspended or expelled every day in the US
 - Boys were expelled at a rate over 4.5 times that of girls
 - African-Americans children were twice as likely to be expelled as Latino and Caucasian children (and about five times more likely than Asian-American children)
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Examples of Exclusionary Discipline

- In-school suspension
- Out of school suspension
- Expulsion

- "Please come pick your child up early..."
- "Let's try a shortened day for awhile..."
- "Let's give your son a few days to rest and reset – bring him back on Monday."
- "Your daughter sits in the guidance counselor's office when she is being disruptive."

COMAR 3A.08.01.11(C)

C. Suspension and Expulsion.

(1) Prohibition.

- (a) Except as provided in §C(1)(b) of this regulation, a student enrolled in a **public prekindergarten program, kindergarten, first grade, or second grade** may not be suspended or expelled from school.
- (b) A student described under §C(1)(a) of this regulation may **only** be:
 - (i) Expelled from school if required by federal law; or
 - (ii) Suspended for not more than 5 school days per incident if the school administration, in consultation with a school psychologist or other mental health professional, determines that there is an **imminent threat of serious harm to other students or staff that cannot be reduced or eliminated through interventions and supports.**
- (c) The principal or school administration shall promptly contact the parent or guardian of a student suspended or expelled under §C(1)(b) of this regulation.

A Little Data...

	Pre-K	K
2018-2019	46	323
2019-2020	18	207
2020-2021	2	8
2021-2022	24	144
Total	90	682

Suspensions, Expulsions, and Health Related Exclusions

	PK 18	K 18	PK 19	K 19	PK 20	K 20	PK 21	K 21
Disrespect	0	15	2	10	0	0	1	4
Disruption	11	84	0	19	1	2	1	13
Destruction of Property	1	3	1	11	0	0	1	7
Total	12	102	3	40	1	2	3	24

Suspensions, Expulsions, and Health Related Exclusions

How Does This Relate to the Pyramid Model?

- **OSEP lists pyramid model as a strategy to improve outcomes**
- **NCPMI Implementation tool/guidance document:** Pyramid Model STATE Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice [Pyramid Model STATE Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice - National Center for Pyramid Model Innovations \(challengingbehavior.org\)](#)

Link to NCPMI Guidance SLT Document: *Pyramid Model State Leadership Team Guidance for Preventing the Use of Suspension and Expulsion and Promoting Equitable, Inclusive and Culturally Responsive Practice*

- Conversation occurred around “soft expulsions”, expanding data collection to evaluate prevalence, and how to use data to affect change.
- Looking to continue this conversation with the SLT. Stated importance around holding implementation site accountable to not suspend/expel during project. Agreement that this could be added to future MOUs.
- Discussion was held around this topic.
 - How to let parents know these practices are not ok.
 - Questions asked around what outreach is currently available to reach families.
 - Lacey from MFN stated that all CCRCs will have a “direct resource specialist” to assist. Other supports promoted are IECMHCs & Parents’ Place.
 - Sheila suggested that families ask providers for expulsion policies.
 - Bonnie emphasized the importance of families understanding this topic. Suggested educational sessions for families within communities where providers are working.
 - Link shared to local CCRCs To find the local Child Care Resource Center:
<https://www.marylandfamilynetwork.org/for-providers/find-your-child-care-resource-center>

5. **Work Group Invitations**

- Overview given of a “work group”. Can be made of SLT members and collateral partners. Created to research and develop deliverables on specific topics.
 - Work Groups being formed:
 - Suspension & Expulsion in Early Education: [Forms Link](#)
 - Family Child Care Work Group: [Forms Link](#)
 - Teacher Prep Work Group: [Forms Link](#)

6. **SLT Executive Committee 2023 Workplan Review**

- Indicator #26: Develop List of Stakeholders & Engagement Strategies
 - Suggested additions: Part C Family Coordinator, Head Start/Early Head Start
- Indicator #31: Develop Protocols for Regular Feedback of PM Work
 - Suggestion: Site Coaches come to Quarterly Meetings to share barriers, successes, etc.

7. **Meeting Evaluation Survey Shared:** https://umaryland.az1.qualtrics.com/jfe/form/SV_cSeoqN1MJZrBzW5

8. **Congratulations shared for Lydia Nunn’s retirement:** Appreciation shared for her commitment to continued work with the SLT.

9. **Meeting Adjourned**

10. **Next Meeting:** Tuesday, July 11, 2023: In Person/Virtual Summer Equity Retreat at AA Co. Community College. [RSVP Here](#)