



**Schoolwide Positive Behavior Plan
Baltimore County Public Schools**



Date Completed: 8/23/2021

School Year 2021-2022

School: Essex Elementary

Section 1: Initial Steps

School Climate Team

Identify members of a School Climate Team (consider a representative selection of members). The team meets initially to examine equity concerns and data and to develop the Schoolwide Positive Behavior Plan. The team should then meet monthly (minimum quarterly) to assess the effectiveness of the SWPBP on an ongoing basis.

School Climate Team: Brooke Wagner, principal; Amy Danieller, assistant principal; Kristi Palmerino, school counselor; Megan Caudle, school psychologist; Stephanie Birnbaum, staff development teacher; Kristy Gorman, school nurse; Ronald Gallop, special educator; Tracy Skeels, art teacher.

Equity Lens

Through an equity lens, identify what the data indicate about the social-emotional needs of students and the support provided by staff members relative to disproportionality between student groups, especially for African Americans or students receiving special education. Also consider the school's population with regard to ELL, Latinx, and/or other student groups. (Information may be from School Data Story)

County wide- African American students are disproportionately identified for special education services within the intellectual disability category and emotional disability category, suspension rates for African American students are also disproportionate.

Data Analysis

Summarize what the data tell about the school climate. (Information from School Data Story)

Enrollment

At our school, the Kindergarten through Grade 5 2019-2020 September 30th enrollment indicates that we have 493 students, and our demographics are as follows: 13.6% Black/African American, 59.4% White, 15.2% Hispanic, 5.7% Two or More Races, 3.4% Asian. The proportion of students eligible for receipt of special services are as follows: 5.9% English Learner, 57.2% Free and Reduced Meals, and 19.5% Special Education. The overall enrollment count has decreased since 2017-2018. During the same time period, the proportion of the White student group has decreased. The Data Story analyses will focus on the student groups with populations that comprise at least 5% of the system level enrollment.

Attendance/Chronic Absenteeism

The 2018-2019 attendance rate was 93%; nearly a quarter of the students were chronically absent, an increase from the previous year. This figure is even greater for the Two or More Races student group(s). Among special services, the chronic absenteeism rate for the students receiving special education

services is 28.92. Among other special services, the rate for the FARMS student group is 33.45, and the rate for the English Learner student group is 20.59. For the Two or More Races student group(s) and students receiving Free and Reduced Meals and Special Education services, these gaps are persistent.

Suspension

The 2018-2019 suspension rate was 1.93%, similar to 2017-2018. For the 2018-2019 school year, all student group suspensions resulted in the loss of 16 instructional days. This loss of instructional time particularly affects student groups most often suspended.

Stakeholder Survey

The 2018-2019 Stakeholder Survey domain values were 79.1 for Academic Aspirations, 66.6 for Belonging, and 74.1 for Student Support. These results indicate that student perception has improved for Academic Aspirations, Belonging, and Student Support since 2017-2018. In 2018-2019, approximately a third of students indicated that they were bullied, and almost half of students reported witnessing bullying. Students reported most frequently experiencing bullying in the classroom and witnessing bullying on the school bus. Across all domains and measures, where there are data for the non-binary student group, their perception of climate, specifically Belonging, are notably unfavorable than their peers.

The 2018-2019 Academic Aspirations domain results indicate the most favorable results for the Hispanic/Latino student group. In contrast, the Black/African American student group reported the highest as unfavorable among racial groups.

The 2018-2019 Belonging domain results indicate the most favorable results for the White student group. In contrast, the Black/African American student group reported the highest as unfavorable among racial groups.

The 2018-2019 Student Support domain results indicate the most favorable results for the Black/African American student group. In contrast, the White student group reported the highest as unfavorable among racial groups.

School Level Data analysis:

Stakeholder Survey:

The 2019-2020 Stakeholder Survey domain values were 80.6 for Academic Aspirations, 66.0 for Belonging, and 72.7 for Student Support.

The 2019-2020 Academic Aspirations domain results indicate the most favorable results for the Multi-race student group. In contrast, the Hispanic student group reported the highest as unfavorable among racial groups followed by the Black student group.

The 2019-2020 Belonging domain results indicate the most favorable results for the White student group. In contrast, the Hispanic and Multi-race student groups reported the highest as unfavorable among racial groups.

The 2019-2020 Student Support domain results indicate the most favorable results for the Black student group. In contrast, the Hispanic student group reported the highest as unfavorable among racial groups.

A more detailed analysis of questions in each domain indicated the following

Academic Aspirations:

94.9% of students agreed or strongly agreed that getting good grades was important to them.

80.5% of students agreed or strongly agreed that they were interested in their classes.

90.0% of students agreed or strongly agreed that they pay attention in class.

Belonging:

85.9% of students agreed or strongly agreed that they feel welcome at school.

82.7% of students agreed or strongly agreed that they feel safe at school.

64.5% of students agreed or strongly agreed that students work out disagreements by talking.

45.3% of students agreed or strongly agreed that students stop and think when they get angry.

Student Support:

90.7% of students agreed or strongly agreed that most adults care about them as a person.

86.7% of students agreed or strongly agreed that adults listen to their ideas.

91.0% of students agreed or strongly agreed that adults treat them with respect.

48.1% of students agreed or strongly agreed that teachers talk to them about college and career choices.

School Staff Data:

82.6% of staff agreed or strongly agreed that adults believe that all students have the ability to achieve.

62.5% of staff agreed or strongly agreed that our school has high expectations for the academic performance of all students.

In a survey that was provided to our staff, the following was determined:

92.3% of staff said that they make learning tasks easier for their students because they do not want them to feel frustrated.

57.7% of staff agreed that most of my students can't handle grade level expectations and require remediation.

69.2% of staff agreed that their expectations are different for each student.

76.9% of staff agreed that their students will receive a high school diploma.

Student Engagement:

School Based Student Engagement data indicates that Multi-race and Black students were not engaged in distance learning at a higher level than other student groups. ELL students also had a higher disengagement rate.

Discipline Data:

Analysis of data focused on suspension rate by student group indicates that white male students were 67% of the suspensions. 22% were Hispanic males.

As of February, we had 192 incident reports of which 86% were males. Hispanic males were 10.2% and Black males were 13.5% of the incident reports.

ACADEMICS

ELA/Literacy MCAP

The percentage of students meeting or exceeding standards in ELA / Literacy on the 2018-2019 MCAP is 28.7%, similar to the previous year. Data indicate a gap in the percentage of students meeting or exceeding the standards between the Black/African American and Hispanic/Latino student group(s) and their peers.

Among special services, students receiving English Learner, Free and Reduced Meals, and Special Education services meet or exceed standards at lower rates than their peers not receiving the same services. Data indicate that there are persistent, and in some cases, increasing gaps in performance between the Black/African American, English Learner, Free and Reduced Meals, and Special Education student groups and their peers, indicating inequities for college and career readiness.

ELA/Literacy Achievement MAP

The 2018-2019 percentage of students performing at or above the 50th percentile on the winter ELA MAP was 46.24%, a decrease from the previous year. Data indicate a persistent gap in the percentage of students meeting or exceeding the standards between Black/African American Hispanic/Latino student group(s) and their peers. Data indicate that among special services, the Free and Reduced Meals Special Education student group are experiencing inequities of mastery of grade level standards.

ELA:

MAP Reading Winter- Percentage of students scoring 61% or above.

All students 37.1%

White 38.4%

Multi-race- 38.5%

Hispanic- 26.6%

Black – 32.8%

Special Education- 19.4%

EL -14.7%

Male- 40.9%

Female- 33.2%

Additional Grade Level Analysis:

1st Gr.- 18.2% of Black students as compared to 35.7% of white students.

2nd Gr.- Black students outperformed white students, but only 16.7% of Hispanic students were proficient.

3rd Gr. – Again, Black and white were almost equal at 45.4% and 47.5%, but 18.2% of Hispanic students were proficient.

4th Gr.- Fairly even, but Black students were the lowest with 37.5%

5th Gr. – Black students were 25.0%, White 39.6%, and Hispanic 25.0%

Unit Assessment Analysis: 2018-19 compared to 2019-20.

There was a significant difference in Grade 5 Unit 1 and Unit 2 scores. On the Unit Assessments, all grades had an increase from 2018-19 scores except for grade 5. 5th grade dropped 15.2% points on Unit 1 and 22.1% on Unit 2. Grades 1 and 2 have more than 50% of their students reading below grade level. Our special education students have underperformed their general education peers in each grade level, on both unit assessments. There is a significant discrepancy between the avg. percentage of the students in grade 4. We will analyze the data with those grade level teachers. Also, only 9% of 5th grade SPED students are reading at or above grade level.

Mathematics MCAP

The percentage of students meeting or exceeding standards in Math on the 2018-2019 MCAP is 24.42%, a decrease from the previous year. Data indicate a gap in the percentage of students meeting or exceeding the standards between the Black/African American and Hispanic/Latino student group(s) and their peers. Among special services, students receiving English Learner, Free and Reduced Meals, and Special Education services meet or exceed standards at lower rates than their peers not receiving the same services. Data indicate that there are persistent, and in some cases, increasing gaps in performance between the Hispanic/Latino, Free and Reduced Meals, and Special Education student groups and their peers, indicating inequities for college and career readiness.

Math Achievement MAP

The 2018-2019 percentage of students performing at or above the 50th percentile on the winter Math MAP was 41.69%, a decrease from the previous year. Data indicate a persistent gap in the percentage of students meeting or exceeding the standards between the Black/African American student group(s) and their peers. Data indicate that among special services, the Free and Reduced Meals student group is experiencing inequities of mastery of grade level standards.

Math:

MAP Math Winter- Percentage of students scoring 61% or above.

All students 35.7%

White 41.0%

Multi-race- 26.9%

Hispanic- 26.2%

Black – 19.0%

Special Education- 25.0%

EL -14.3%

Male- 41.6%

Female- 29.5%

Additional Grade Level Analysis:

1st Gr.- Black students were 9.1% proficient, multi-race were 20% and white 47.6%.

2nd Gr.- Gap between Black 36.4%, Hispanic 33.3%, and white 59%

3rd Gr.- Hispanic 9.1% compared to White at 37.5%

4th Gr.-Black 12.5%, Hispanic 22.2%, and white 31.2%

5th Gr.-Black 0.0% and white 33.3%. Hispanic 30.8%

In every grade except 1st, the males significantly outperformed the females.

Unit Assessment Analysis: 2018-19 compared to 2019-20.

There was a significant drop in the average score on MAP for both grade 3 and 4. On the Unit Assessments, all grades had an increase from 2018-19 scores except for grade 4. 4th grade dropped 9.5% points on Unit 1 and 1.1% on Unit 2. Our special education students have underperformed their general education peers in each grade level, on both unit assessments.

ACCESS 2.0 for ELLS

In 2018-2019, among the 31 students eligible to receive ESOL services, the average length of eligibility was 2.2 years and the average proficiency level was 3.2. The composite score proficiency level required to exit ESOL is 4.5. The 2 students who exited ESOL services, had spent an average of 3.5 years receiving services.

Report Card (D/Es)

For the 2018-2019 school year, 1.9% of students received a grade of D, E, or F on their fourth quarter report card. As a transition year, the percentage of Grade 5 students receiving a grade of D, E, or F on their fourth quarter report card is similar to the school average, indicating possible middle school preparedness successes.

Underserved Student Groups/Inequities

A student group that is underserved is defined as evidencing negative outcomes across at least half of the measures.

The intersection of achievement and climate data indicate that the following student groups are most underserved: Black/African American, Special Education, Free and Reduced Meals

Climate Goals

Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)

Decrease the perception of students experiencing or witnessing bullying.

Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.

Section 2: Developing and Teaching Expectations

Expectations Defined

Identify a School Code of Conduct with 3-5 positively stated school expectations. Develop a way to communicate the identified rules, based on the schoolwide expectations, for specific settings within the school building. Expectations should be clearly stated, communicated, taught, and frequently referenced.

EES Code of Conduct: I am committed to being Respectful, Responsible, Ready, and Safe. I am a Proud Essex Panda.

Code of Conduct posters will be posted in every classroom and throughout the hallways. The displayed posters will explain and reinforce the Code of Conduct expectations. The Code of Conduct will also be recited every morning during the school announcements. At the beginning of the school year and intermittently throughout the school year the expectations for each area of the school building will be explicitly taught and modeled. After explicit teaching and modeling students in every grade level will be provided the opportunity to create a visual depicting the expectations in a specific area of the school (classroom, hallway, cafeteria, bathroom, arrival/dismissal) The student products will be posted throughout the school.

PowerPoints will be shared at monthly faculty meetings that focus on aspect of the Code of Conduct commitments. Additional information related to positive behavior strategies and professional development will be provided in the principal's weekly newsletter. The expectations will be reinforced by students earning tickets, consistent modeling of exemplar behaviors, visuals, positive praise, positive notes, phone calls home, and opportunities to be recognized by peers.

Lessons related to the Code of Conduct will be taught in every grade level classroom and student projects to demonstrate understanding of learning will be showcased in the classroom and hallways.

Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures

Teachers develop visuals to communicate culturally relevant classroom expectations, routines, and procedures based upon the schoolwide expectations. Educators explicitly teach expectations, routines, and procedures. The school staff recognize and reinforce expected

and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.

Expectations are examined daily during morning meetings in each classroom. Expectations will be reinforced by providing tickets to students who demonstrate positive behaviors. All building staff will reinforce behaviors with tickets to generalize skills in multiple settings. Explicit lessons aimed and teaching positive behaviors will be taught at the beginning of the school year, after extended breaks, and as needed throughout the school year. The lessons will focus on highlighting modeling of positive behaviors, self-regulation skills, and/or reteaching expectations.

Each classroom will utilize the Code of Conduct as a measure of successful behavioral intervention. Teachers will develop classroom rules and procedures with age-appropriate vocabulary aligned with the Code of Conduct. All staff members will be responsible for modeling positive behaviors, using verbal praise and encouragement, and teaching and modeling the additional monthly virtue.

Students will be taught to recognize positive behavior in their peers' actions. After lessons focused on specific virtues, students will be provided opportunity to select and praise other students in their class for demonstrating exemplary commitment to the virtue taught.

Family/Community Engagement

Identify how the Schoolwide Positive Behavior Plan, the schoolwide expectations, and/or interventions will be communicated and shared with families. Consider how to include family and student voice in the initial plan and in evaluating the plan throughout the year.

The positive behavior plan will be shared with families via newsletter, and at back-to-school nights, weekly grade level updates, on EES website, and Schoology

Section 3: Developing Interventions and Supporting Students

Resource Mapping of MTSS

Identify the evidence-based practices and interventions offered at Tier 1, Tier 2, and Tier 3 to support all students. Consider what culturally responsive interventions the school requires to meet the specific needs of the students.

Tier 1: Teaching and reinforcing Code of Conduct with tickets and rewards

Tier 2: SEL referral, lunch bunches, consultations with staff/parents, consultations with support staff, referral to outside mental health provider or community partner

Tier 3: referral for functional behavior assessment, referral to IEP team, individualized counseling services with counselors, psychologist, social worker, referral to outside mental health provider or community provider

The staff development teacher will provide professional development for teachers as well as optional community engagement opportunities. Possible opportunities include the following:
PD for teachers – Strategies to increase engagement with ELL students and their families. The PD will include ways to make sure we are including and reaching members of all cultural groups both within the school building and for parent nights/workshops/back to school night etc.
Possible community building event- Multicultural parent night and/or student day.

The Language Line will be utilized to assure that families with limited English will be included and fully understand the school experience for their child. Translated documents will be created when available.

Special educators will share IEP's and 504 plans with staff members to explain the behavioral goals and needs of students with specific behavioral and social emotional interventions.

Social-Emotional Learning

Identify the specific evidence-based social-emotional learning skill development practices the school will implement during the school year. Consider the importance of trauma-informed care, mental health awareness, level of students' coping skills, etc. Determine how the social-emotional learning and the SEL competencies will be integrated into the school's programming. Consider the need for any training the staff members may require.

Integrate SEL competencies: welcoming ritual, engaging practices, optimistic closure to be included within the class structure.

Character Education

Determine how specific evidence-based character education learning will be infused into the school's programming to promote positive behavior and ethical decision-making. Character education will be culturally responsive and co-created with diverse stakeholders. Consider the need for any training the staff members may require.

School counselor will teach monthly class lessons, homeroom morning meetings. Support students to develop the following BCPS Character Education objectives.

1. Develop the wisdom and good judgment to make reasoned decisions.
2. Develop a sense of justice that is informed by fairness, honesty, and civility.
3. Develop and demonstrate respect for self, respect for others, and respect for property.
4. Demonstrate tolerance and understanding of others regardless of race, gender, ethnicity, disability, national origin, religion, creed, socioeconomic status, marital status, pregnancy, personal record, sexual orientation, or political belief.
5. Demonstrate compassion for others through the development of empathy, kindness, and service.
6. Demonstrate discipline and responsibility by exhibiting self-control and the willingness to admit mistakes and correct them.
7. Develop a positive attitude that reflects hope, enthusiasm, flexibility, and appreciation.
8. Demonstrate pride in oneself and others by doing the best for self, family, school, and community and by respecting the achievements of others.
9. Exhibit personal and academic integrity through honesty, expressing beliefs in appropriate ways, and working to one's full potential.

Professional Development for Staff

Identify the professional development that will be offered to staff members throughout the year in order to support their knowledge, skill development, and implementation of the interventions selected, the character education learning, and social-emotional learning practices. Specify the schedule for professional development and how to obtain teacher feedback during the year to address their concerns and areas in which they want/need more information. (Information from School Progress Plan.)

To provide a positive mind set expectations for staff and students professional development for staff will be provided throughout the school year.

During full staff faculty meetings, grade level meetings, weekly newsletters, SEL meetings the following PD will be provided.

August and September

- Paws/Proud Panda Ticket- Introduce the “new” positive intervention incentive plan routine during pre-service week. PowerPoint and samples for teachers to keep. Suggestions (teachers can add/take out). Introduce reward cards (other staff is aware of the award). Admin calls for paws, teachers responsible for PBP ticket rewards.
- Fun Friday- 1 per quarter, half days, in the morning. Begin 9:30-10:15am. 5-7 minutes transition time before and after. Grade switches K-1, 2-3, 4-5. Support staff/Special Areas rotate grades each quarter
- Relationship building/Community Building (Morning meetings using CD Brain Smart Start)- Teach students how to handle situations. (30+% students witnessed/experienced)
- Whole Staff Conscious Discipline PD – The Learning Space (Friends and Family Board, Safe Place, Safe Box, Commitment Board, Classroom Jobs, Wish Well Board)
- Whole Staff PD – Understanding SEL Signature Practices (Welcoming Routines, Engaging Practices, Optimistic Closure)
- Conscious Discipline Routines, Structures, and Language
- 15 Minute mindfulness activities with staff at meeting- also used in CD morning meetings and daily wrap up (talk about positives throughout the day, include conversations about students demonstrating virtues, etc.

October through December

Professional Development-

- Begin discussing equity related to personal biases.
- Review RP (possible during a PD Day)

Grade Level-

- SEL/Conscious Discipline closer look with Restorative practices.
- Reviewing with students bullying. Continue building community/student relationships. School counselor lessons with classes, referring back to Shubert books
- Discuss previous months RP successes
Survey Staff - What needs to be tweaked, what's working, etc. (tickets, paws, PBP)

In addition, staff will be provided with grade level, and individual support in Conscious Discipline

Section 4: Supporting and Responding to Student Behavior

Recognitions/Incentives

Identify a variety of positive consequences, acknowledgements, recognitions, and/or incentives that are linked to the behavioral expectations and rules. Develop a system for implementing the positive acknowledgements consistently in school settings. Consider how to monitor who is being recognized and who is not being recognized and whether explicit or implicit biases may be occurring.

Determine how to provide incentives- school wide, grade level wide, or classroom specific. Create system for tracking who earns tickets/rewards so that we are making sure there is equity. Keeping in mind rewarding improvement in areas, not perfection. Use data from student surveys about code of conduct implementation. Thinking of ways to incorporate school incentives into individualized behavior intervention plans.

Hierarchy for Behavioral Referrals and Consequences

Identify the behaviors that are teacher-managed, behaviors referred to resource staff, and behaviors referred to administration. Refer to the BCPS Student Handbook for teacher and administrator-led interventions. Consider how unsafe behaviors will be addressed.

Teaming Tier 1: Teacher managed - Universal Prevention Positive Behavior Supports Social-Emotional Learning Teacher Consultations Teaming Screening School-wide Mental Health Promotion & Prevention Activities.

Category I Offenses Disruptive acts of misconduct as determined by school staff that interfere with the orderly conduct of the activities, administration, or classes of a school, school-sponsored activity, or students while being transported to and from school or school-sponsored activities.

Failure to follow a direction, such as, but not limited to, failure to report to the office when directed by school staff to do so

Harassment (includes nuisance electronic communications to students or staff members; continued comments or passing of unofficial notes to another individual that he or she does not wish to hear or receive)

Refusing to cooperate with school rules and/or regulations

Refusing to cooperate with school transportation regulations

Refusing to do assigned work

Using obscene or abusive language or gestures

Use of electronic devices for non-educational purposes during regular instructional hours. The ban on the use of electronic devices for non-educational purposes also applies to buses while being transported to and from school and while participating in school sponsored activities or events

Teaming Tier 2: Resource staff and administration - Early Intervention Group Interventions Brief Individual Support Mentoring

Fire alarm/false fire report

Extortion or taking money or possessions from another student by threat or causing fear and intimidation

Physical attack(s) on a student

Threat(s) on individual(s)

Distribution, attempt to distribute, or possession with the intent to distribute a noncontrolled substance that is represented as a controlled dangerous substance or any synthetic drugs and substances

Non-prescription violation (misuse of nonprescription medications), including failure to have medications administered by school nurse or delegated personnel

Prescription violation (possession of prescribed medication)

Use and/or possession of tobacco products, tobacco related devices, imitation tobacco products, cigarette rolling paper or electronic cigarettes (repeated offense).

Conspiracy or planning between two or more persons to commit a Category III offense

Disruptive behavior that results in the interference with the normal school program, including repeated Category I or II offenses

Bullying, cyberbullying, harassment, or intimidation for any reason

Interfering with another student's right to attend school or classes

Participating in and/or inciting a school disruption

Striking a staff member who is intervening in a fight or other disruptive activity (intentional or unintentional)

Physical attack(s) on a staff member

Violent behavior that creates a substantial danger to persons or property or causes serious bodily injury

Inappropriate behavior of a sexual nature

Indecent exposure

Possession of a look-alike weapon of any kind

Possession of a pocketknife

Destruction and/or vandalism of school property, personal property of students and/or faculty. This includes receipt, sale, possession, or distribution of property stolen from Baltimore County Public Schools.

Commented [DAL1]:

Reckless endangerment resulting in injury to a person
Theft and/or knowingly possessing stolen property
Violation of the Technology Acceptable Use Policy (TAUP) for Students
Violation of the Board's gang policy

Tier 3: Administration - Intensive Intervention Individual Interventions Referral Process Crisis Response Plan
Arson

Bomb threat

Detonation of an incendiary or explosive material or device, including live ammunition (firecracker or greater)

Striking a staff member who is intervening in a fight or other disruptive activity (intentional or unintentional)

Physical attack(s) on a staff member

Violent behavior that creates a substantial danger to persons or property or causes serious bodily injury

Possession of alcohol

Possession of controlled dangerous substances (illegal drugs)

Prescription violation (misuse of prescribed medications), including failure to have medications administered by school nurse or delegated personnel

Use of a controlled dangerous substance (illegal drugs), under the influence of a controlled substance, or showing evidence of having used a controlled substance

Use of alcohol, under the influence of alcohol, or showing evidence of having consumed alcohol Use of any intoxicants that causes a loss of self-control or inebriation and shall include glue, solvents, or synthetic drugs and substances

Sexual assault

Possession and/or use of a firearm on school property (one-year expulsion)

Possession or use of any other gun or rifle (loaded or unloaded, operable or inoperable), which shall include, but not be limited to, pellet gun, paintball gun, stun gun, BB gun, flare gun, or nail gun

Possession or use of a real weapon of any kind, which shall include, but not be limited to, switchblade knife, hunting knife, star knife, razors, tasers, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product

Use of a look-alike gun or rifle (loaded or unloaded, operable or inoperable)

Use of a look-alike weapon of any kind, which shall include, but not be limited to, switchblade knife, hunting knife, star knife, pocketknife, razors (including straight or retractable razor), nunchaku, spiked glove, or spiked wristband

Use of a pocketknife or any object as a weapon

Robbery

Pro- active instruction will be provided to all staff members to provide an open and safe environment for all students and staff members. Self-regulation strategies will be taught and reinforced by the school counselor when necessary. Teachers provide an open communication system which enables students to check in about their feelings and frustrations. Time will be made available for students to discuss their fears and concerns. When warranted students will be able to privately discuss their problems with the school counselor. The aim will be do discuss solutions and build student capacity to resolve conflicts and concerns in a peaceful and community building way. If behaviors concerns need immediate attention and the proactive strategies are not effective staff members have walkies and resource staff and administration is able to come to the location of any incidents immediately to assist. The administration in collaboration with student, families, and resource staff will work to support students when they are escalated. Once the student is deescalated and ready to learn logical consequences will be discussed. The aim is emotional health and life long positive interactions. Stages of the intervention's reliable self-regulation strategies and problem-solving behaviors will be modeled and taught.

Response for Intensive Behaviors

Identify a hierarchy of responses to intensive behaviors (i.e., emergency/crisis management/threat assessment/unsafe behaviors) including interventions and supports. Indicate which school staff members will respond as well as procedures and training as needed.

In the case of an emergency the administration will be contacted via Walkie. The administration will assess the situation to determine the appropriate response. Possible responses include.

Removing the student from the classroom

If the student is in crisis and can not be removed the other students will evacuate the classroom

Contacting the parent/guardian

Contact the school counselor, social worker, and or preferred adult.

Contact the SRO

Contact central office

Calling 911

Placing the school on a temporary lockdown or evacuation

Monitoring the Schoolwide Positive Behavior Plan/Data Analysis

Identify the data that will be collected and reviewed by the School Climate Team in order to identify behavior trends, patterns, action steps, and interventions using a problem-solving strategy. Consider having a uniform referral form for staff to complete to document referrals to administration. Consider how teachers should document classroom-managed concerns/behaviors/difficulties. (Information from School Progress Plan.)

Monitoring and analyzing SEL referral data bi-monthly at SEL team meeting

Monitoring and analyzing SEL crisis support data bi-monthly at SEL team meeting

Student surveys/fidelity checks regarding implementation of Schoolwide Positive Behavior Plan and code of conduct teaching and reinforcing

Minor referral documentation

Teachers document minor referrals or parent phone calls home in Focus

Parent contact log

Section 5: Miscellaneous Content/Components

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