### 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.*

The school has identified a School Climate Team which is composed of the administrators, grade level teachers, a special educator, a special area teacher, and a school counselor. The teachers represent the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.

Team Members: Stephanie Fanshaw, Sarah Chame-Martinez, Jason Goetz, Taylor Dungey, Matt Gresick (PTSA), Katie Tucci, Brooke Psenicska, Betzy Willis, Brittany Jakubowski, Winston Jackson, Tara Tyler, Andres Lugo and Taylor Olsen.

#### 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)*

In 2019, our Black and Hispanic students consistently scored lower on the sense of belonging portion of the Stakeholder survey than their White counterparts. Black students’ average sense of belonging was 24 points below the school average. The sense of belonging for all students was below the county average. Stakeholder survey data for the 2021-2022 school year was unable to be disaggregated, however based on the suspension data, it is likely this trend continues.

Black, Hispanic, and Special Education students are suspended at rates higher than their peers. The suspension rate for Black/African American students during the 2021-2022 school year is 28%, while they make up 21% of the student population. The suspension rate gap for Black/African American students at Catonsville Middle is greater than the same gap for all
BCPS middle schools. This gap had narrowed over time but increased during the 2021-2022 school year.

The suspension rate of Hispanic students is 25%, though they make up only 9% of the student population.

Students eligible for Special Education are suspended at rates higher than their non-Special Education peers. The suspension rate for students eligible for Special Education at Catonsville Middle was 36% over the 2021-2022 school year.

**Data Analysis**

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

Student belonging scores indicate that non-White students do not feel as welcomed and as supported as White students at CMS. Works needs to be done to increase the sense of belonging for all students, with a focus on non-White students to close the gap in these scores. The gaps in suspension rates for all subgroups have been closing over time, indicating a positive trend in addressing behavioral concerns. That said, there is still much work needed to close the gaps.

Stakeholder survey data for the 2021-2022 school year, while unable to be disaggregated, showed that 74% of students feel safe at school, and 68% feel respected. Only 38% of students felt that students settled disagreements by talking with others, and 27% stop and think when they get angry. Information regarding bullying was inconsistent, as 82% indicated they had never been bullied, while 56% shared they have witnessed bullying at school. This suggests a need to clarify what is meant by bullying, and ensure all students are aware that it is not tolerated and know how to report these instances.

**Climate Goals**

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

Identification of the school’s goals in improving the social-emotional climate of the building is reflected in the Climate Goals of the School Progress Plan. The goals are as follows:

Overall suspension rates will decrease from 12% to 8.0%

Suspension rates among Black, Hispanic, and Special Education students will decrease to ≤ 10%.

Students’ sense of safety and acceptance will increase from 75% to 85% and 68% to 80%, respectively, as measured by the stakeholder survey.

**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.*

The school has a Code of Conduct that states:

- A.C.T. to Achieve (Academics).
- A.C.T. to Create (Personal Development).
- A.C.T. to Transform (School Culture).

The school has developed a visual representation of the A.C.T. for Excellence Framework. Posters and visuals will be visible throughout the building and in classrooms. The A.C.T. for Excellence Framework can be found at [https://catonsvillems.bcps.org/](https://catonsvillems.bcps.org/). All teachers will reference this language and teach the schoolwide expectations to their students. These expectations will also be communicated through student and staff created announcements, videos, and activities during Advisory Group meetings at the start of the school year and regularly throughout the school year. Posters reinforcing the expectations will be posted around the building, and ACT cards will be used to recognize/reinforce positive behaviors.

### 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.*

Catonsville Middle School’s proactive policies and Positive Schoolwide Behavior practices will be housed in a OneNote. This will outline both expectations and ideas for teachers and students, including creating and maintaining a classroom management plan, possible interventions, the ACT framework, CMS Flowchart, and information on Tiers of interventions for students.

Teachers will be provided time and guidance during Teacher Orientation Week to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to consider their behavioral expectations for components of their instruction such as creating and maintaining group norms with students and setting consistent classroom routines and expectations. They will be encouraged to teach these expectations, routines, and procedures from the first day of school and maintain visual representations where appropriate, such as anchor charts and posters. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers, such as handing out ACT cards or using other positive reinforcement techniques such as sending post cards or positive phone calls home. Additionally, teachers will be encouraged to develop their procedures for encouraging
expected behavior as well as to develop their procedures for redirection should students need more guidance. Resource materials will be provided for teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the classroom.

The school plan for addressing problematic behavior or working with students who need additional guidance is based on Social/Emotional practices such as restorative practices, and the need to build community and accountability. Teachers will receive posters to place in their classrooms, and posters will be placed around the building to remind and reinforce basic expectations of behavior, including posters of the A.C.T. for Excellence Framework. All teachers will have access to the SWPBP, and these structures and expectation will be shared with students, families, and the community. Teachers will work in tandem with students to create classroom rules that empower students to take ownership for their classroom. Lessons will incorporate SEL and RP components to build relationships and set expectations for students.

**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 schoolwide expectations (A.C.T. for Excellence Framework) will be shared with families. It will be described and explained in school communications, and the Code of Conduct and the schoolwide and classroom expectations will be referenced in the Back-to-School Night presentation. The ACT Framework has also been placed on our school website. Information about our Schoolwide Positive Behavior Plan will be posted on our website. In addition, supporting materials reinforcing the A.C.T. for Excellence Framework and Restorative Practices program will be shared at the beginning of the school year. The School Climate Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during the school year.

**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.*

The School Climate Team has completed the Resource Mapping but will be evaluating the effectiveness of our practices and interventions over the course of the year. The team will also be determining if the interventions are culturally responsive to the needs of our students. At Tier 1, the school provides Classroom Circles, SEL 3 Signature Practices, as well as the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. A focus room will also be manned and maintained for students who may need an alternative setting for a day, or a place to de-escalate. At Tier 2, there are small group opportunities provided by the school counselor, school social worker, and school psychologist. At Tier 3, some students have FBA/BIPs and some students are seen individually by the
school staff or by the community mental health partners. The school also has tiered interventions through Restorative Practices. The MTSS teacher will support both staff and students in the identification and implementation of Tiered supports. Staff can utilize the school’s RP Referral Form to request assistance from members of the Safe and Supportive School Committee for concerns that arise at any tier.

**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.*

At Tier 1, many of the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. Many of the teachers use Classroom Circles to encourage relationship building. The school is also a Restorative Practices school and utilizes RP at all Tiers to help build conflict resolution skills, supportive environments, and SEL skills. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. While the school does have small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist, the school has also adopted an Advisory System. The Advisory Group/Enrichment lessons incorporate a variety of SEL skills and lessons, including:

- Mental health
- Focus Room
- Cultural Diversity
- Exploring our identity
- Creating a safe space
- Power of words/positive self-talk
- Acceptance of disabilities
- Organizational skills/Executive Functioning
- Restorative Practices, including community circles
- Conflict resolution
- Values
- Acceptance
- Online privacy, relationships, and communication
- Impulse control
- Flexible thinking

**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.*

In previous years, CMS implemented the Virtues Project. The school counselors take the lead, and virtues are identified for each month. Student voice is included in the selection of virtues to be discussed, and students assist with the lesson planning and delivery of lesson. Lessons
are provided to the teachers, announcements are made, and there are follow-up activities. Additionally, there are other activities during the year that support Character Education. The school celebrates with instructional activities Random Acts of Kindness Week, Bullying Prevention Week, and World Gratitude Day. The school has also implemented an Advisory system in which students meet weekly with their Advisory Group advisors to engage in character education that directly correlates with aspects of the Stakeholder Survey and student-identified topics of interest. Students have the opportunity to inform the choice of topics to be covered and to assist in the creation of lessons.

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.)

The following PD will occur throughout the year during faculty and grade-level meetings:
- Equity PD: Teachers will engage in professional development in the understanding and implementation of culturally responsive teaching practices in daily instruction.
- Restorative Practices PD: Teachers will be trained on Affective Statements and Restorative Practices.
- Management Plan PD: Teachers will learn about classroom interventions that can be utilized, the support structures in place for management assistance, and how/when to write an office referral.
- Feedback from faculty members will be sought throughout the year to update/revise the SWPBP, as this is intended to be a dynamic document that supports students’ success.

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.

Expectations for student behavior will be clearly outlined and taught through the ACT Framework. When students represent these expectations, acknowledgement will occur verbally or more tangibly. Students may also receive ACT cards which may be placed in a box for drawings each week, with a more significant drawing each quarter for a pizza lunch with a friend. Teachers will be provided with examples of other positive reinforcement ideas via the OneNote and may work as a grade level to identify and implement positive reinforcements. In addition, grade level teams will hold quarterly award celebrations to recognize students meeting with success on the A.C.T. for Excellence Framework, the PTSA will continue to offer quarterly celebrations for students earning straight As – Straight A Ice Cream celebration, and all students will receive A.C.T. cards for demonstrating A.C.T. tenets.
and be eligible to win rewards through a weekly drawing. Further, the school will continue to utilize check in, check out and celebrate grade level successes with “Students of the Month.” Students will be given opportunities to earn incentives through Advisory group competitions each month.

### 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.*

While expectations for conduct will be explicitly taught and reinforced, unsafe or disruptive behaviors will also be addressed in accordance with the BCPS Student Handbook. All students and teachers will receive training on the Student Handbook. The handbook clearly delineates methods for addressing behaviors that may be problematic, and the CMS flowchart will reflect how to address these instances.

The school has outlined clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed, with suggestions on how to address classroom-managed behaviors. A flowchart has been developed to detail the expectations.

A Team Leader referral will be shared with teachers, and explicit instruction on how to enter a referral in Focus will be implemented. The school staff have been trained in Trauma-Informed Practices and Restorative Practices and are encouraged to use these strategies when faced with unexpected behavior in the classrooms. Specific instructions for more intensive behaviors will be identified.

### 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.*

The school has identified members of the Behavior Threat Assessment Team (BTAT), and these staff members meet on a regular basis to address procedures regarding students who present with threats to harm themselves, others, or property. There are designated individuals who are called upon when a student presents with a threat to assess and document the nature of the threat. The BTAT meets as needed, minimum quarterly, and has ongoing communication with administration. The BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress.

### 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.)*
The School Climate Team reviews data at the scheduled meetings. The team will review the data with a lens of equity and determine possible interventions that may be put in place. The team also discusses how well the interventions and practices are implemented and where improvements can and should be made. Data points to be used will include grade level and office referral data, suspension data, stakeholder survey data, and quarterly monitoring tools.

**Section 5: Miscellaneous Content/Components**

The SWPBIP team is in the process of refining a one-note for teachers to access to assist with classroom management and interventions. This resource will be linked here when complete.