



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



**Date Completed: 8/23/2021**

**School Year 2021-2022**

**School: Chase Elementary**

<b>Section 1: Initial Steps</b>
<b>School Climate Team</b>
<i>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.</i>
School Climate Team: Tara Wilkins, principal; Colleen Banks, assistant principal; TBD, school counselor; Christina Robinson, school psychologist; Pamela Scripture, staff development teacher; Diana Molnar, school nurse; MaryKate Brockmeyer, social worker, ??????????,teacher.
<b>Equity Lens</b>
<i>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)</i>
<b>County wide-</b> 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.
<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>

### Enrollment

At our school, the Kindergarten through Grade 5 2019-2020 September 30<sup>th</sup> enrollment indicates that we have 398 students and our demographics are as follows: 23.9% Black/African American, 52.8% White, 11.8% Hispanic, 10.6% Two or More Races, 0.5% Asian. The proportion of students eligible for receipt of special services are as follows: 5.5% English Learner, 66.8% Free and Reduced Meals, and 14.8% Special Education. The overall enrollment count has increased since 2017-2018. 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 93.35%; approximately one in five students were chronically absent, an increase from the previous year. This figure is even greater for the Black/African American and Two or More Races student group(s). Among special services, the chronic absenteeism rate for the students receiving special education services is 30.19. Among other special services, the rate for the FARMS student group is 29.46, and the rate for the English Learner student group is 0. For the Black/African American and 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 1.73%, similar to 2017-2018. Students receiving special education services were suspended at 7.5 times the rate of their peers. For the 2018-2019 school year, all student group suspensions resulted in the loss of 10 instructional days. This loss of instructional time particularly affects student groups most often suspended.

### Stakeholder Survey

The 2018-2019 Stakeholder Survey domain values were 82.8 for Academic Aspirations, 69.4 for Belonging, and 80.1 for Student Support. These results indicate that student perception has remained stable for Academic Aspirations, Belonging Student, and Support since 2017-2018. In 2018-2019, approximately a third of students indicated that they were bullied, and more than half of students reported witnessing bullying. Students reported most frequently experiencing bullying on the school bus 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 Two or More Races 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 Two or More Races 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 Two or More Races student group reported the highest as unfavorable among racial groups.

[School Level Data analysis:](#)

**Student Engagement:**

At our school, the Kindergarten through Grade 5 enrollment indicates that we have 382 students and our demographics are as follows: 25.9% (95) Black/African American, 51.8% (198) White, 12.8% (49) Hispanic, 9.4% (36) Two or More Races. The proportion of students eligible for receipt of special services are as follows: 6.3% (24) English Learner and 14.4% (55) Special Education.

Virtual learning engagement data was collected during the COVID-19 closure. These data indicate the following percentage of disengagement among the identified demographics when compared to the total number of students within that student group: 16.8% (16) Black/African American, 14.3% (23) white, 14.3% (7) Hispanic, 5.5% (2) Two or More Races, 12.5% (3) English Learner and 18.2% (10) Special Education.

These data indicate the following percentage of disengagement among the identified demographics when compared to the total number of students enrolled: 4.2% Black/African American 6% white, 1.8% Hispanic, 0.5% Two or More Races, 0.8% English Learner and 2.6% Special Education.

**ACADEMICS****ELA/Literacy MCAP**

The percentage of students meeting or exceeding standards in ELA / Literacy on the 2018-2019 MCAP is 27.22%, a decrease from the previous year. Data indicate a gap in the percentage of students meeting or exceeding the standards between the Asian and Black/African American 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 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 50<sup>th</sup> percentile on the winter ELA MAP was 46.22%, a decrease from the previous year. Data indicate a persistent gap in the percentage of students meeting or exceeding the standards between the Hispanic/Latino student group(s) and their peers. Data indicate that among special services, the English Learner, Free and Reduced Meals, and Special Education student groups are experiencing inequities of , mastery of grade level standards.

2019-2020 at or above the 50<sup>th</sup> percentile 46.44% GAP BL & HI, FARMS, EL, SPED

**Mathematics MCAP**

The percentage of students meeting or exceeding standards in Math on the 2018-2019 MCAP is 24.26%, a decrease from the previous year. Data indicate a gap in the percentage of students meeting or exceeding the standards between the Asian, 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, Hispanic/Latino, English Learner, 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 50<sup>th</sup> percentile on the winter Math MAP was 46.65%, similar to 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.

2019-2020 at or above the 50<sup>th</sup> percentile 38.01% GAP BL & HI, FARMS, EL, SPED

**ACCESS 2.0 for ELLS**

In 2018-2019, among the 13 students eligible to receive ESOL services, the average length of eligibility was 1.3 years and the average proficiency level was 2.7. The composite score proficiency level required to exit ESOL is 4.5. The 0 students who exited ESOL services, had spent an average of 0 years receiving services.

**Report Card (D/Es)**

For the 2018-2019 school year, 2.4% 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)*

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.*

CES Code of Conduct: Mighty Mustangs believe in ourselves and believe in each other. Mighty Mustangs will show kindness, be respectful, follow the golden rule, be responsible, persevere.

Code of Conduct posters will be posted in every classroom and throughout the hallways. The displayed posters will explain and reinforce the expectations. The Code of Conduct will also be recited every morning during the school announcements. At the beginning of the school year teachers will model and explain expectations.

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 supported by the guidance counselor during class lessons.

### **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 at 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.

### **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 School Messenger, at back-to-school night presentations, on CES website.

## **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 to SST, 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 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

Commented [DAL1]:

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 t  
 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.  
 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 support 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  
Monitoring and analyzing SEL crisis support data bi-monthly  
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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