



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



**Date Completed: 1/21/2022**

**School Year 2021-2022**

**School: Chapel Hill Elementary**

Section 1: Initial Steps
<b>School Climate Team</b>
<p><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></p> <p>Nancy Hill, P            Julie Mintiens, AP            Mara Egorin, School Psychologist            Connie Fricker, School Nurse            Lauren Mierzwicki, Guidance Counselor            Katie Bradley, Guidance Counselor            Joanie Dohler, K Teacher            Meredith Shipley, Grade 1 Classroom Teacher            Ashley Mazen, Grade 2 Classroom Teacher            Tiffany Ayres, Grade 3 Classroom Teacher            Jason Shaw, Grade 4 Classroom Teacher            Sean Cady, Special Area Teacher            Katie Glatt, Special Area Teacher</p> <p>The school has identified a School Climate Team which is composed of the principal, assistant principal, school counselors, school nurse, school psychologist and teachers from each grade level as well as special areas. Student voice will be considered through the collection of periodic student survey data. The team will meet quarterly to analyze data, discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions</p>
<b>Equity Lens</b>
<p><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></p>

2019-2020 student enrollment data shows the following demographic information:  
 2019 – 2020 student enrollment data shows the following student demographic information: 54.52% White, 16.85% African American, 3.22% Hispanic, 4.59% 2 or more races, and 20.67% Asian, 13.48% of students qualify for free and reduced meals, 11.03% of students receive special education services, and 3.06% of students speak English as a second language. Suspension data indicates that students are suspended Two or More Races students are suspended at rates higher than their non-Two or More Races peers. The suspension rate gap for Two or More Races students at Chapel Hill Elementary is greater than the same gap for all BCPS elementary schools. White students at Chapel Hill Elementary is greater than the same gap for all BCPS elementary schools. Students eligible for FARMS are suspended at rates higher than their non-FARMS peers. The suspension rate gap for students eligible for FARMS at Chapel Hill Elementary is less than the same gap for all BCPS elementary schools. Students eligible for Special Education are suspended at rates higher than their non-Special Education peers. The suspension rate gap for students eligible for Special Education at Chapel Hill Elementary is greater than the same gap for all BCPS elementary schools.

**Data Analysis**

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

A review of the 2021 BCPS Stakeholders Survey for Chapel Hill Elementary students revealed the following information:  
 I feel like I can be myself when I am at school – 82.6% agree and strongly agree.  
 Most students in my school stop and think before doing anything when they get angry – 77.5% agree and strongly agree.  
 Most students in my school try to work out their disagreements with other students by talking to them -80.9%

**Climate Goals**

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

Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students.

Equity training by our Equity Team to begin staff discussions around race and increased access and opportunities for our underserved students.

**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.*

Chapel Hill Elementary has a Code of Conduct that is named The Chapel Hill Promise. It states:

As a member of the Chapel Hill Community, I believe I know what good character is and I promise to:

- Be respectful to others,
- Be responsible for myself, and
- Be safe and make good choices.

The Chapel Hill Promise is recited during morning announcements.

The expectations are:

- The Chapel Hill Promise will be posted throughout the building.
- The Chapel Hill Promise will be followed in the classroom, cafeteria, hallways, bathrooms, etc.

The School Climate Committee will work on developing what these expectations look like in various parts of the building so that students know what adults expect.

### **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.*

**Teachers develop culturally relevant classroom expectations, routines, and procedures by collaborating with all students when determining expectations in the classroom. The school staff recognize and reinforce expected and positive behavior through Positive Office Referrals identifying the student and the character traits for which they are recognized. The Positive Office Referrals incentive was created by the School Climate Committee as well as the Positive Cafeteria Conduct Incentive. The School Climate Committee gave PD to the teachers and staff so clear expectations are set. In the cafeteria, the students are recognized as a whole class through the Positive Cafeteria Conduct Incentive. The Special Area Teachers recognize classes that are meeting the Chapel Hill Promise through daily shout outs during the afternoon announcements.**

### **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 (Code of Conduct- The Chapel Hill Promise) will be shared with families. It will be described and explained in the school newsletter and teachers will reference

the Code of Conduct and the schoolwide and classroom expectations in their Back-to-School Night presentation. The School Code of Conduct will also be placed on our school website. 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 has not completed the Resource Mapping yet, but the School Climate Team will be doing that this year in order to assess what is in place and what might be needed to support our students.

School Climate team will take charge of mapping the resources being used in the building during the 2021-2022 school year.

Tier 1 supports in place include: Conscious Discipline 4 practices (Greetings, daily Community Circle, Safe Space, and Goodbye Rituals) whole group lessons provided by the school counselor, clearly defined expectations that are taught, practiced, and reinforced.

Tier 2 supports in place: Student Support Team, referral process for school counselor, Outside Counseling service, and therapy, small group opportunities provided by the school counselors, and SEL Committee.

Tier 3 supports in place: Student Support Plans, 504s, and Individualized Education Plans (SST/IEP Team Process), Functional Behavior Assessments & Behavior Intervention Plans, Crisis Response Team, Itinerant Social Work Services, and Behavioral Threat Assessment Team.

#### **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, all teachers are implementing a welcoming ritual (SEL Signature practice) through morning meetings to foster supportive environments and build SEL skills. Primary classrooms offer a safe place within their classrooms for students to deescalate and regulate feelings and process emotions. All teachers use Community Circles to encourage relationship building. At Tier 2, the school counselors provide small group counseling and social emotional learning opportunities, teachers conduct spontaneous student-teacher conferences to process emotions, build relationships, and promote self-awareness and problem-solving. The school commits to working with families to connect students with social supports within the school or community. At Tier 3, The school is committed to supporting students through the SST/IEP process.

<b>Character Education</b>
<i>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.</i>
Character education lessons are aligned to the monthly school counseling program. The Instructional Leadership Team will discuss how the school will address the character education learning for our students and propose a plan to the administration and faculty.
<b>Professional Development for Staff</b>
<i>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.)</i>
In order to support teachers with explicitly teaching social emotional learning skills and strategies, the following PD will be implemented:  <ul style="list-style-type: none"> <li>-Share School-wide Positive Behavior Plan with staff. Admin, School Psychologist, and guidance counselors will facilitate.</li> <li>-Teachers begin Conscious Discipline/health lessons with students, as well as integrating strategies throughout instructional day</li> </ul> School Counselors- <ul style="list-style-type: none"> <li>-Guidance lessons focused on belonging and conflict resolution</li> </ul> Non-Tenured Teachers- <ul style="list-style-type: none"> <li>-Observe community circle, safe space etc.</li> </ul> In order to support teachers with examining their own personal biases the following PD will be implemented: All Staff Members- <ul style="list-style-type: none"> <li>-Equity team will facilitate PD using the UnboundEd.org – this is a year long program.</li> </ul>
<b>Section 4: Supporting and Responding to Student Behavior</b>
<b>Recognitions/Incentives</b>
<i>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.</i>

Teachers are encouraged to positively reinforce the students for expected behavior. Teachers can use their own discretion as what methods they want to use (praise and/or concrete positive reinforcement in their classroom).

Schoolwide positive behavior recognition includes Positive Office Referrals, where students come to the office and meet with an administrator. A positive phone call home is made, and the student gets his/her picture taken and it is placed on the Star Student Wall in the hallway and school lobby.

Cafeteria Whole Group Incentive – rewards for excellent behavior as a class in the cafeteria. There is a tiered reward system. For example, students earn a recognition lunch.

### **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.*

Teachers are encouraged to manage their classrooms and follow up with students and parents as needed. Students who present with safety concerns may be referred to the office and the teacher will follow the protocol set by the administrators.

### **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 and these staff members are encouraged to meet on a regular basis to address procedures regarding students who present with threats to harm themselves or threats to harm others or property (monthly meeting). There are designated individuals who are called upon when a student presents with a threat (CPI trained response team, social worker, and school psychologist); an assessment is made; documentation is completed (calm down room recording sheet, restraint/seclusion form as needed); and recommendations are identified.

### **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 will review data quarterly including student incident reports (referral forms), SST and IEP referral trends and data, periodic student survey data, and positive behavior office referral data. A specific analysis method for efficient data review has not been identified or developed at this time. The School Climate Team will work this year to develop analysis methods and problem-solving strategies to identify trends and patterns, define action steps, and implement interventions and supports. .

<b>Section 5: Miscellaneous Content/Components</b>
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