



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

Date Completed: 8/5/2022

School Year 2022-2023

School: Chesapeake Terrace Elementary

Section 1: Initial Steps
<p>School Climate Team</p> <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>Chesapeake Terrace Elementary School has identified a School Climate Team which is composed of both of our school administrators (Principal Patrick and Assistant Principal Seifert), two grade level teachers (Ms. Evans and Ms. Knoerlein), a special educator (Ms. Bronushas), a special area teacher (Ms. Amrhine), school counselor (Ms. Billotti), and school reading specialist (Ms. Charles). The team will meet quarterly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.</p>
<p>Equity Lens</p> <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> <p>Stakeholder student data from previous years demonstrated a need to focus on increasing students' sense of belonging across student groups of special education and those receiving free and reduced meals. Specific data from the 19-20 Data Story noted:</p> <p>Underserved Student Groups/Inequities</p> <p>A student group that is underserved is defined as evidencing negative outcomes across at least half of the measures.</p> <p>The intersection of achievement and climate data indicate that the following student groups are most underserved:</p> <p>*No student group evidenced negative outcomes across at least half of the measures, but the following student group(s) emerged as underserved in the academic and at least one of the climate measures:</p> <p>Hispanic/Latino, Special Education, Free and Reduced Meals</p>

Data Analysis

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

From the 19-20 Data Story:

Enrollment

At our school, the Kindergarten through Grade 5 2019-2020 September 30th enrollment indicates that we have 286 students, and our demographics are as follows: 2.1% Black/African American, 93% White, 2.1% Hispanic, 1.4% Two or More Races, 1% Asian. The proportion of students eligible for receipt of special services are as follows: 0.3% English Learner, 33.6% Free and Reduced Meals, and 9.8% Special Education. The overall enrollment count has decreased 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 94.8%; approximately one in ten students were chronically absent, an increase from the previous year. This figure is even greater for the Hispanic/Latino student group(s). Among special services, the chronic absenteeism rate for the students receiving special education services is 17.24. Among other special services, the rate for the FARMS student group is 19.09, and the rate for the English Learner student group is 0.

Suspension

The 2018-2019 suspension rate was 0.95%, similar to 2017-2018. For the 2018-2019 school year, all student group suspensions resulted in the loss of 3 instructional days. This loss of instructional time particularly affects student groups most often suspended.

Stakeholder Survey

The 2018-2019 Stakeholder Survey domain values were 81.9 for Academic Aspirations, 69.8 for Belonging, and 80.1 for Student Support. These results indicate that student perception has improved for Student Support and remained stable for Academic Aspirations and Belonging 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.

Climate Goals

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

Climate Action Step: Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity. (Culturally Relevant Pedagogy)
Culture Action Step: Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the condition and learning opportunities that they create for students. (Equitable Access)

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 (Paw Pride) that states:

- I am respectful
- I am responsible
- I am safe
- I am persistent
- I am here and ready to learn!

The school has developed a visual representation of what the schoolwide expectations look like in the various parts of the school building. This can be found at [Paw Pride Pledge](#). All teachers will reference this language and teach the schoolwide expectations to their students every morning in their classroom welcoming circle/meeting and during their daily optimistic closure meeting. Additionally, this is referenced throughout the day not only in the classroom, but throughout the school building in special areas, hallways, and cafeteria.

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 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 the components of their instruction such as group instruction, small group instruction, independent learning, etc. They will be encouraged to teach these expectations, routines, and procedures from the first day of school and to have visual representations of them (Paw Pride Pledge and Virtues). Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their corrective procedures 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.

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 – Paw Pride) 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 with information about our Schoolwide Positive Behavior Plan. 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 of interventions and supports offered by our school at the Tier 1, Tier 2, and Tier 3 levels. At Tier 1 the school provides Classroom Circles (Welcoming Rituals and Optimistic Closures), SEL 3 Signature Practices, as well as providing clearly defined expectations that are taught, practiced, and reinforced. Tenets of Conscious Discipline, Restorative Practices and Virtue Language are utilized. At Tier 2, there are small group opportunities provided by the school counselor 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 partner, Key Point Health Services. The team has evaluated and determined the effectiveness and cultural relevancy of these practices for our student body.

The School Climate Team will continue to review data throughout the year to determine if these interventions are sufficient or if other practices and interventions would be needed by our students. The Behavior Support Team will continue to monitor the entrance criteria and exit criteria for Tier 2 and Tier 3 interventions as well as the progress of the students accessing those 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.

Tenets of Conscious Discipline, Restorative Practices and Virtue Language are utilized throughout the schoolhouse. At Tier 1, teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. Teachers use Welcoming Rituals and Optimistic Closures to encourage relationship building. The school is committed to Conscious Discipline at all grade levels. The school also provides clearly defined expectations that are taught, practiced, and reinforced.

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.

The school will implement the Virtues Project where the school counselor will take the lead to identify a specific virtue(s) each month. There will be lessons and follow up activities to promote learning and application of that virtue. 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.

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.)

[Throughout the 2021-2022 school year, the following professional development will be provided to staff:

- Discussions staff-wide of the mindset of acceleration will occur, as well as practices of growth mindset to share with students.
- Administrators will collaborate with the Equity and Restorative Teams to determine PD opportunities regarding equity.
- PD to review previously explained equity tools and practices.
- Additional PD to examine and interrogate personal biases will continue staff wide.
- Teachers will receive PD on implementation of Math Bridges (3-5) and Kendall Hunt (grade 5 advanced).
- Teachers will review expectations of implementing Open Court Phonics with fidelity and those who have not yet, will receive PD.
- Teachers will receive PD on curricular expectations across Math, Literacy, and Content.
- PD that reviews the expectations regarding the daily use of circles and tenets of Conscious Discipline, Restorative Practices, and Virtue Language.
- Individualized PD opportunities based on varying needs of teachers.
- PD that shares success stories of the use of the above-mentioned practices.

The School Climate Team also plans to have a mid-year survey to obtain teacher voice about topics for which they would like more information and instruction.]

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.

The Climate Team, will provide professional learning opportunities at the start of the school year and on-going, as needed on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. The Climate Team will provide professional learning opportunities at the start of the school year and on-going, as needed on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. The School Climate Team will develop a system of acknowledgements that can be used schoolwide and/or grade level specific and will encourage grade levels teachers to work together to reinforce the system. The School Climate Team has developed a variety of ways to positively reinforce students for demonstrating expected behavior (Examples:

- Attendance – Monthly recording by homerooms; the homeroom with the most stickers for 100% attendance (including late arrivals) at the end of the month will receive an incentive.
- Behavior Specific Praise
- Positive calls home
- Positive Notes home
- Paw Pride Certificate – Virtue and Paw Pride Pledge; each teacher acknowledges one student in their class that has been demonstrating the virtue(s) of the month and/or the attributes of the Paw Pride Pledge once a week.
- Terrace Café Commitments and Choices (Cafeteria Points) - Each class can win up to 4 points a lunch period (one point each for showing respect to our peers, to our adult helpers, to our rules/affirmations, and to the cafeteria environment) when the class reaches 60 points, they earn eating lunch on the stage.
- Student Shout Outs in Monthly Grade Level Newsletter

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.

The school has defined unexpected behaviors and clear procedures have been developed as to what behaviors are classroom-managed and what behaviors should be office-managed. A flowchart has been developed to detail the expectations: [Student Behavior Management Process Flowchart](#). Referral forms have been developed and distributed to the staff.

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 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.

There are designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified. The BTAT meets quarterly and more often, if needed, 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.

Tier One: Conscious Discipline, Virtue Language, Teacher Conference with Student

Tier Two: Buddy Room, Visit with School Counselor, Teacher Conference with Student, Student Reflection after Incident/Referral

Tier Three: BTAT Team Intervention, Teacher Conference with Student, Student Reflection after Incident/Referral

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 periodically. Walk-through data from Welcoming Rituals and Optimistic Closures, as well as data points from attendance, referrals, café commitments will be reviewed. Additionally, PD will be offered as needed.

Section 5: Miscellaneous Content/Components

N/A