



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



Date Completed: 8/22/2022

School Year 2022-2023

School: Chase 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: Tara Wilkins, Principal; Stacy Barry, Assistant Principal; Delores Elliott, school counselor; Christina Robinson, school psychologist; Pamela Scripture, staff development teacher; Diana Molnar, school nurse; MaryKate Brockmeyer, social worker

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 2021-2022 September 30th enrollment indicates that we have 364 students and our demographics are as follows: 26% Black/African American, 47.8% White, 17.8% Hispanic, 7.69% Two or More Races, 0.2% Asian. The proportion of students eligible for receipt of special services are as follows: 11.2% English Learner, 42.8% Free and Reduced Meals, and 12.6% Special Education. The overall enrollment count has increased by nine students since 2020-2021. 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

Black/African American students are chronically absent at rates higher than their non-Black/African American peers. The chronic absenteeism rate risk ratio for Black/African American students at Chase Elementary is greater than the same measure for all BCPS elementary schools. • Students eligible for Free and Reduced Meals services are chronically absent at rates higher than their non-Free and Reduced Meals peers. The chronic absenteeism rate risk ratio for students eligible for Free and Reduced Meals services at Chase Elementary is less than the same measure for all BCPS elementary schools. • Students receiving Special Education services are chronically absent at rates higher than their non-Special Education peers. The chronic absenteeism rate risk ratio students receiving Special Education services at Chase Elementary is greater than the same measure for all BCPS elementary schools.

Suspension

The 2021-2022 suspension rate was 0.8%. Students receiving special education services were suspended at 7.5 times the rate of their peers. For the 2021-2022 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.

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.

ACADEMICS

ELA Course Performance

Black/African American students earn letter grades of 'C' or better in ELA courses at rates lower than their non-Black/African American peers. The course performance gap for Black/African American students at Chase Elementary is greater than the same measure for all BCPS elementary schools. Hispanic/Latino students earn letter grades of 'C' or better in ELA courses at rates lower than their non-Hispanic/Latino peers. The course performance gap for Hispanic/Latino students at Chase Elementary is greater than the same measure for all BCPS

elementary schools. Students identified as English Learners earn letter grades of 'C' or better in ELA courses at rates lower than their non-English Learner peers. The course performance gap for students identified as English Learners at Chase Elementary is greater than the same measure for all BCPS elementary schools. Students eligible for Free and Reduced Meals services earn letter grades of 'C' or better in ELA courses at rates lower than their non-Free and Reduced Meals peers. The course performance gap for students eligible for Free and Reduced Meals services at Chase Elementary is greater than the same measure for all BCPS elementary schools. Students receiving Special Education services earn letter grades of 'C' or better in ELA courses at rates lower than their non-Special Education peers. The course performance gap for students receiving Special Education services at Chase Elementary is greater than the same measure for all BCPS elementary schools.

ELA/Literacy Achievement MAP

Black/African American students reach the MAP Reading 61st percentile benchmark at rates lower than their non-Black/African American peers. The benchmark achievement gap for Black/African American students at Chase Elementary is greater than the same measure for all BCPS elementary schools. Hispanic/Latino students reach the MAP Reading 61st percentile benchmark at rates lower than their non-Hispanic/Latino peers. The benchmark achievement gap for Hispanic/Latino students at Chase Elementary is less than the same measure for all BCPS elementary schools. Students identified as English Learners reach the MAP Reading 61st percentile benchmark at rates lower than their non-English Learner peers. The benchmark achievement gap for students identified as English Learners at Chase Elementary is less than the same measure for all BCPS elementary schools. Students eligible for Free and Reduced Meals services reach the MAP Reading 61st percentile benchmark at rates lower than their non-Free and Reduced Meals peers. The benchmark achievement gap for students eligible for Free and Reduced Meals services at Chase Elementary is less than the same measure for all BCPS elementary schools. Students receiving Special Education services reach the MAP Reading 61st percentile benchmark at rates lower than their non-Special Education peers. The benchmark achievement gap for students receiving Special Education services at Chase Elementary is less than the same measure for all BCPS elementary schools.

Math Course Performance

Black/African American students earn letter grades of 'C' or better in Math courses at rates lower than their non-Black/African American peers. The course performance gap for Black/African American students at Chase Elementary is greater than the same measure for all BCPS elementary schools. Students eligible for Free and Reduced Meals services earn letter grades of 'C' or better in Math courses at rates lower than their non-Free and Reduced Meals peers. The course performance gap for students eligible for Free and Reduced Meals services at Chase Elementary is greater than the same measure for all BCPS elementary schools. Students receiving Special Education services earn letter grades of 'C' or better in Math courses at rates lower than their non-Special Education peers. The course performance gap for students receiving Special Education services at Chase Elementary is greater than the same measure for all BCPS elementary school

Math Achievement MAP

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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.

<p>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.</p> <p>Lessons related to the Code of Conduct will be taught in every grade level classroom and supported by the school counselor during class lessons.</p>
<p>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</p>
<p><i>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.</i></p>
<p>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.</p> <p>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.</p>
<p>Family/Community Engagement</p>
<p><i>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.</i></p>
<p>The positive behavior plan will be shared with families via School Messenger, at back-to-school night presentations, on CES website.</p>
<p>Section 3: Developing Interventions and Supporting Students</p>
<p>Resource Mapping of MTSS</p>
<p><i>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.</i></p>
<p>Tier 1: Teaching and reinforcing Code of Conduct with tickets and rewards</p>

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 which may include the following:

- Mustang Tickets- Aligned to expectations.
- High Five Fridays
- HOUSE Day activities, team building and positive celebrations
- Conscious Discipline Routines, Structures, and Language
- Equity related to personal biases and current social climate.
- Reviewing with students bullying. Continue building community/student relationships. School counselor lessons with classes, referring back to Shubert books
- Survey Staff - What needs to be tweaked, what's working, etc.

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.

Individual and House incentives- school wide, grade level wide, or classroom specific. System established and managed by the climate team for tracking House points.. 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.

Commented [DAL1]:

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.

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

<p>Bomb threat</p> <p>Detonation of an incendiary or explosive material or device, including live ammunition (firecracker or greater)</p> <p>Striking a staff member who is intervening in a fight or other disruptive activity (intentional or unintentional)</p> <p>Physical attack(s) on a staff member</p> <p>Violent behavior that creates a substantial danger to persons or property or causes serious bodily injury</p> <p>Possession of alcohol</p> <p>Possession of controlled dangerous substances (illegal drugs)</p> <p>Prescription violation (misuse of prescribed medications), including failure to have medications administered by school nurse or delegated personnel</p> <p>Use of a controlled dangerous substance (illegal drugs), under the influence of a controlled substance, or showing evidence of having used a controlled substance</p> <p>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</p> <p>Sexual assault</p> <p>Possession and/or use of a firearm on school property (one-year expulsion)</p> <p>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</p> <p>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</p> <p>Use of a look-alike gun or rifle (loaded or unloaded, operable or inoperable)</p> <p>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</p> <p>Use of a pocketknife or any object as a weapon</p> <p>Robbery</p> <p>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.</p>
<p>Response for Intensive Behaviors</p>
<p><i>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.</i></p>
<p>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.</p> <p>Removing the student from the classroom</p>

<p>If the student is in crisis and cannot be removed the other students will evacuate the classroom</p> <p>Contacting the parent/guardian</p> <p>Contact the school counselor, social worker, and or preferred adult.</p> <p>Contact the SRO</p> <p>Contact central office</p> <p>Calling 911</p> <p>Placing the school on a temporary lockdown or evacuation</p>
<p>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</p>
<p><i>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.)</i></p>
<p>Monitoring and analyzing SEL referral data bi-monthly</p> <p>Monitoring and analyzing SEL crisis support data bi-monthly</p> <p>Minor referral documentation</p> <p>Teachers document minor referrals or parent phone calls home in Focus</p> <p>Parent contact log</p>
<p>Section 5: Miscellaneous Content/Components</p>
<p>N/A</p>