

Schoolwide Positive Behavior Plan

Baltimore County Public Schools
School: Carney Elementary School

School Year 2023-2024

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. The team should then meet monthly (minimum quarterly) to assess the effectiveness of the SPBP on an ongoing basis.

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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)

Schoolwide: At our school, the Kindergarten through Grade 5 SY 2022-23 September 30th enrollment indicates that we had 522 students, and our demographics are as follows: 57% Black/African American, 25% White, 6% Hispanic, 5% Two or More Races, 7% Asian. Less than 1% of the population combined identify as American Indian and Native Hawaiian/Pacific Islander. The proportion of students eligible for receipt of special services are as follows: 4% English Learner, 65% Free and Reduced Meals, and 21% Special Education. The overall enrollment count has decreased since 2021-2022. During the same time period, the number of American Indian or Alaskan Native and Two or More Races students and students who are identified as eligible for Free and Reduced Meals services has increased, while the number of Asian, Black/African American, Native Hawaiian or Other Pacific Islander, White, and Hispanic/Latino students and students who are identified as English Learners and students who identified as eligible for Special Education has decreased.

Attendance/Chronic Absenteeism

The 2022-2023 attendance rate was 91%; 33.5% of students were chronically absent, a 10% decrease from the previous year. Chronic absenteeism for students eligible for Free and Reduced Meals services decreased from 52.82% in 2021-2022 to 37.8% in 2022-2023. Students receiving Special Education services had a chronic absenteeism rate of 41.9%, which is also a decrease from the previous school year.

Suspension

The 2022-2023 suspension rate at Carney was 3.7% for Black/African American females, which is a decrease from the previous school year, but is higher than the countywide average of 2.2%. The suspension rate for Black/African American males was 9.5%, which is significantly higher than the countywide average of 5.7%

and also is an increase from 7.18% in 2021-2023. Black/African American males AND females are suspended at rates higher than their non-B/AA male and female peers. Students eligible for Free and Reduced Meals services are suspended at rates higher than their non-FARMS peers. The suspension risk ratio for FARMS students is wider than the same measure for all BCPS elementary students. Students receiving Special Education services are suspended at rates higher than their non-Special Education peers.

Stakeholder Survey

The 2022-2023 Stakeholder Survey domain values were 78.9 for Academic Aspirations, 61.6 for Belonging, and 75.6 for Student Support. These results indicate growth in student perception of Student Support. Perception of Belonging has remained relatively stable, but there was a slight dip in student perception of Academic Aspirations. The percentage of students who agreed with the statement “I am proud to be a student at this school” decreased from 86.0% in 2021-2022 to 77.4% in 2022-2023.

In 2022-2023, 29.1% of students reported being bullied, which is a decrease from 33.9% the previous year. The percentage of students who reported having witnessed bullying remained relatively stable at 57.4%. Students reported experiencing bullying and witnessing bullying most frequently outside of the classroom.

Data Analysis

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

Even though there was improvement in chronic absenteeism for all students, there remains disproportionality within student groups. Students eligible for Free and Reduced Meals are more likely to be chronically absent. This is also true for students receiving Special Education services.

There also was an improvement in the suspension rate of Black/African American females, however these students missed instruction a total of 16 days compared with 1 day for White females. It should be noted that there remains a disparity in the suspension rate for Black/African American males compared to their peers. The suspension rate for Black/African American males increased from 7.18% in 2021-2022 to 9.5% in 2022-2023.

Stakeholder survey data around experiencing or witnessing bullying showed an overall decrease between SY 2021-22 and SY 2022-23. While there was a decrease in incidents inside the classroom (74% to 69%), students reported an increase in experiencing bullying incidents outside of the classroom (70% to 74%), on the school bus (30% to 39%), and online or by text (34% to 36%).

There were less overall behavior referrals, from 267 in 21-22 to 223 in 22-23. Referral and incident data showed that physical conflict and verbal threats/aggression were still the leading causes of formal student referrals, 101 out of 224 total incidents for physical contact alone (45%), a decrease from the prior year (67%).

Between all data sources (Stakeholder survey, academic & testing data, school data story) the following subgroups both perceived and experienced disproportionately negative outcomes than their peers:

- Males of all races, larger gaps for African American males
- FARMS recipients
- Students receiving Special Education Services

Carney has been designated as a TSI school for our students receiving Special Education Services for the 23-24 School Year. All implemented interventions will include additional accountability measures for this population.

Professional development and coaching on engaging male students as well as how to support students experiencing food insecurity/homelessness might support better outcomes for these populations. Carney staff will engage in continued work around equity, awareness of implicit bias, and intentional family engagement.

Climate Goals

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

Annual Goal – Safe & Supportive Environment

- Decrease the percentage of students chronically absent from 33.5 in 2023 to 25% in 2024.
- Decrease the percentage of Special Education students (TSI) chronically absent from 41.9% to 35% in 2024.

Student Outcomes

- Students will be able to equitably access inclusive programming and pathways to support that reflect the needs of the community.
- Students will be able to participate in Schoolwide Positive Behavior Program initiatives in the building that increase a sense of community pride and belonging.
- All students will be able to identify at least one supportive adult in the building.

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.

School Code of Conduct

At Carney Elementary, I **Respect** myself and others, **Overcome** challenges and try my best, **Act** safely, and **Remain** focused on my learning. (ROAR)

Anchor charts will be posted throughout the building with expectations for all areas. In 2023-2024, simple visuals have been added to demonstrate examples and non-examples of appropriate behavior. Schoolwide values and quarterly celebrations are focused on promoting these values throughout the year.

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. Teachers explicitly teach expectations, routines, and procedures. Teachers recognize and reinforce expected and positive behavior. Teachers identify encouraging procedures and corrective procedures for their classrooms.

Teachers will be provided with anchor charts which will provide visual support to students to illustrate safety and schoolwide expectations. Anchor charts will be displayed within the school building in hallways and classrooms. Teachers will be expected to work with their classes to develop classroom rules which align with ROAR during the beginning of the school year.

In addition, walking rotations, led by administrators and members of the SEL team will reinforce expectations, routines and behaviors in common areas of the school such as hallways, cafeteria, bathrooms, and recess.

Expectations will be regularly reviewed within the classroom. Positive reinforcement of expectations will be prioritized by providing Dojo points to students. Building staff reinforce positive behaviors with Dojo points to generalize skills in multiple settings (cafeteria, hallways, recess, bathrooms, Special Areas). After extended breaks, reteach expectations. House Day and Cub Day events, which require adjustments to the regular school schedule, will provide another opportunity for positive behavior expectations to be reviewed.

Classroom Management “Cheat Sheets” will be created for sub plans and in support of Special Areas. Where possible, consistency will be maintained for Tier 1 classroom behavior interventions between settings and adults.

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.

Communication:

During Back to School Night teachers and administration will present the Schoolwide Behavior Plan, as well as classroom routines and expectations. Class Dojo messaging/announcements will be utilized to communicate calendar events, positive recognitions, and general reminders about expectations for student safety and conduct.

Planning & Evaluation

Family and student voice will be included in developing positive recognitions, celebrations, and community events in partnership with the PTA (families), Student Support Network (partnerships), and House Ambassadors (students). Title 1 programming will be subject to Title 1 evaluation practices, and informal surveys can be incorporated into regular events and meetings to collect evaluative data.

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.

MTSS Resources at Carney can be categorized as follows:

- Material Supports – Meeting physical/safety needs
- Systemic Supports – Equitable access to resources & recognition
- Personnel – Influencing outcomes

Material Supports

- Student Support Network (Tier 1)
- St. John's - Weekend food bags (Tier 3)
- Holiday Assistance from various sources (Tier 2/3)
- Grocery Grab Events - Student Support Network (Tier 2/3)
- Safeway Grant Funding (Tier 3)

Systemic Supports (All Tiers)

- Classroom-level rewards & consequences
- Behavior Response Process
- House Program (Inc. House Day & House Ambassadors)
- Cub Day Mentorship *NEW THIS YEAR*
- Quarterly Academic & Behavior Celebrations
- Clubs, Activities, Events
- School-to-home communication
- 2 Climate-Focused Committees *NEW THIS YEAR*
- Tier I SEL Coaching with School Counselors *NEW THIS YEAR*
- Tier II & III Behavior Support Huddles
- Student Support Team (SST)
- IEP Team
- Admin/SEL Huddles
- Attendance Huddle w/ PPW
- Behavior Threat Assessment Team (BTAT) Huddle

Personnel (All Tiers)

Daily Support

- Administrators
- School Social Worker (.5 Carney, .5 Honeygo)
- SEL Resource - 1 Inclusion, 1 ILS
- School Safety Assistant (.5 Carney, .5 Oakleigh)
- School Nurse
- School Counselors (K, 2, 4 & 1, 3, 5)
- Teachers & Staff

Consult/Case Support

- Administrators
- School Psychologist (Carney/Pine Grove MS Split)
- Related Services (Occupational Therapy, Speech/Language Therapy, Physical Therapy)
- Community Mental Health Partnerships (Thrive, Balance Point Wellness)
- Pupil Personnel Worker

Social-Emotional Learning

Identify the specific evidence-based social-emotional learning skill development practices the school will implement during the school year. Determine the need for any training the staff members may require. Consider the importance of trauma-informed care, mental health awareness, students' coping skills, etc. How will the social-emotional learning and the SEL competencies be integrated into the school's programming?

At Tier 1, Social Emotional Learning competencies will be integrated into schoolwide events (specifically House Day celebrations, Cub Day advisory periods, and Behavior and Academic recognition events) as well as classroom-level structures and interventions. School Counseling lessons will be aligned to overall themes and morning meeting resources will be provided for homeroom teachers. Targeted values will be reinforced in the morning announcements and with visual anchor charts.

At Tier 2 & 3, identified skills to be targeted will include:

- Self-identification of a range of emotions
- Communicating needs safely
- Identification & acceptance of consequences (positive and negative)
- Appropriate expression
- Social emotional reciprocity
- Delayed gratification
- Accepting outcomes
- Peer relationships & conflict resolution

Evidence-based approaches including the Zones of Regulation, Social Thinking, Conscious Discipline and Second Step programs will be used as the basis for more extensive interventions. Restorative Practices will be utilized in crisis intervention and postvention.

Character Education

The school will infuse specific evidence-based character education learning to promote positive behavior and ethical decision-making. Character education will be culturally responsive and co-created with diverse stakeholders.

Our quarterly House Day celebrations will be focused around one of our school values (Respect, Overcome Challenges, Act Safely, Remain Focused). Cub Day Advisory periods will provide students an opportunity to engage with various school staff in a mentorship capacity. School Counseling lessons will be aligned to

school values. Targeted values will be reinforced in the morning announcements and with visual anchor charts. Second Step programming can be utilized for individual classroom or grade-level Tier 2 intervention around specific character development themes.

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. 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)

Whole Staff

An overview of climate goals, MTSS Resources, and review of the Positive Behavior Plan will be offered during pre-service training.

New Staff

- New staff will be provided with additional, optional opportunities for professional development around supporting high-need student populations
- Counselors will be providing coaching to all grade levels, special areas, and self-contained programs on effective Tier 1 implementation, attendance support, and school-to-home communication

Possible Faculty Meeting Presentations:

- SST Process & Timeline (+IEP Process Overview)
- Data Collection for Securing Additional Supports
- Trauma-Informed Practices
- High-Need, High-Engagement

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 positives 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.

Within the classroom environment teachers will be able to provide Dojo points, frequent praise, non-tangible rewards and positive parent contacts.

Classroom-Based Rewards – daily behavior goals set by teachers, when preferred behaviors are evident teachers use a visual display (links on a chain, puffballs in a jar) to build towards a reward determined by the class.

Positive Office Referrals – Teachers will be given 4 Positive Office Referrals to distribute each quarter to students exemplifying or showing growth in one of the ROAR expectations outlined in the School Code of Conduct. When a student receives a Positive Office Referral, they will have the opportunity to complete a short “About Me” questionnaire and their photo will be taken and displayed in the hallway outside of their classroom. Each quarter, a celebration will be held inviting all Positive Office Referral recipients to a donut breakfast sponsored by the PTA. Teachers will have access to a list of previously nominated students as the year progresses, so that repeat nominations will be limited and a wide variety of students will be able to participate.

Cub Day Activities – Each student will be assigned to an adult mentor within their house color. On scheduled early release days (8 per year) the schoolwide schedule will accommodate an advisory time in which “cubs” gather with their mentors and do activities and have lunch together. The goal of Cub Day is to give children an opportunity to engage with an adult that they may or may not have regular contact with, in a capacity that is not related solely to academic development.

House Day Activities – To incentivize the earning of Dojo points for positive behavior, points will be collected each week towards a quarterly House Day activity that will be aligned to celebrate one of our ROAR values. Rewards are tiered, typically giving the lowest-scoring houses an opportunity to participate in a base activity (scavenger hunt, mini-field day, STEM activity, art project) and higher-scoring houses earning additional rewards on top of the activity (lunch outside, freezer pops, movie and popcorn).

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 administration-led interventions. Consider how unsafe behaviors will be addressed.

Teachers will be provided with a flowchart which represents our schoolwide behavior response plan. Teacher responses include consistently walking around the room to monitor student behavior and provide explicit and quiet feedback for both positive and negative behaviors. Teachers are provided with a framework to follow

when responding to unexpected behaviors so that we all react with consistency. (“Drive by,” explicit redirection, walk away and wait, come back and explicit redirection again, walk away and wait.) Final stop on the flowchart provides teachers with options for response which include buddy room, Tier 1 Level Consequence & Office Referral, and call for assistance. Teachers and staff will be provided with a menu of options to utilize when seeking assistance with unexpected behaviors.

All teachers are provided with the Teacher Incident Reporting Form which provides teachers with the ability to enforce consequences for specific behaviors, while also outlining behaviors which require intervention from the teacher, SEL support, and/or administration. This form has been updated for SY 2023-24 based on teacher feedback to include more space for narrative about the incident and its antecedents and consequences. A separate Administrator Incident Reporting Form will be used for Category II and III offenses, completed by the responding Administrator or designated SEL team member, that will include space for a teacher statement. This shifts the onus from the teachers to the administrators/responders to document and communicate the consequences for more substantive incidents.

In SY 2023-24, additional SEL support will be provided around RTI and progress monitoring in order to support the implementation of student support and behavior plans with fidelity. This includes a “Huddle” process in which key staff meet briefly and with regularity to address concerns about individual students. Data collection around the specific concern will result from the huddle. Any staff member may request a huddle from their SEL support staff or an administrator at any time, with the understanding that these usually take place during teacher planning. If a huddle and subsequent supports do not result in improvement, collected data can be used for a referral to Student Support Team, mental health partnership, or other wraparound support.

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.

Carney Behavior Response Hierarchy			
Level	Behaviors (Referral Codes)	Teacher Intervention	Available Supports/Intervention
	Disrespect/Non-compliant Work Refusal (1.N) Disrespect (1.C, 1.L, 1.N) Noise Disruption (2.M) Inappropriate Phone Use (1.U)	<ul style="list-style-type: none"> Proactive best practices (Drive-Bys, Send on an Errand, 6-to-1 positive interactions, proximity control, “teacher look”) Warning 	<ul style="list-style-type: none"> Postvention with coaches Restorative conversations

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/behavior/difficulties. (Information from School Progress Plan)

The Social Emotional Learning Team (comprised of School Counselors, Social Workers, SEL Inclusion) meet biweekly to discuss both anecdotal evidence and collected data from the following sources:

- Informal behavior RTI documentation and regular support huddles
- Counselor Use of Time Tracking (provides insights/data for student needs)
- Attendance team data
- School discipline data
- Submissions for recognition/incentives
- Student Support Team/IEP Referrals (behavior & academic)
- Teacher/Staff presented concerns from individuals or Educator Council

Analysis will center on:

- Student RTI
- Teacher implementation of supports and structures
- Equity of implementation and access to supports

Significant findings will be shared with faculty in SEL professional development rotations.

Additionally, monthly meetings will take place with the Pupil Personnel Worker to analyze attendance data and implement interventions. The Behavior Threat Assessment Team (Counselors, SEL Inclusion, School Psychologist & Intern, Social Worker, PPW if needed) will also meet monthly to review any threat assessments or patterns of concern.

Miscellaneous Content/Components