

Schoolwide Positive Behavior Plan

Baltimore County Public Schools

School Year 2022-2023

School: Carney Elementary School

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)

School wide: At our school, the Kindergarten through Grade 5 SY 2021-22 September 30th enrollment indicates that we had 616 students and our demographics are as follows: 57% Black/African American, 26% White, 5% Hispanic, 4% 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: 5% English Learner, 55% Free and Reduced Meals, and 20% Special Education. The overall enrollment count has decreased since 2020-2021. During the same time period, the proportion of Black/African American students receiving Special Education services has increased while the English Learner and Free and Reduced Meals service recipients have decreased.

Attendance/Chronic Absenteeism

The 2021-2022 attendance rate was 88%; 43% of students were chronically absent, an increase from the previous year. Students who qualified for Free and Reduced Meals were almost twice as likely to be chronically absent. Students receiving Special Education services also had a higher rate of chronic absenteeism at 53%.

Suspension

The 2021-2022 suspension rate at Carney was 3.45% for females and 4.91% for males. This is significantly higher than the countywide average of 0.71% for females and 2.19% for males.

Black/African American males AND females are suspended at rates higher than their non-B/AA male and female peers. Black/African American females missed 17 days of instruction due to suspension, compared to 5 days missed by White females. Students receiving FARMS services are suspended at higher rates than peers, however, the risk ratio for FARMS students at Carney is less than countywide.

Stakeholder Survey

The 2021-2022 Stakeholder Survey domain values were 81.3 for Academic Aspirations, 62.0 for Belonging, and 73.5 for Student Support. These results indicate growth in student perception of Academic Aspirations, but a dip in student perception of Belonging. Perception of Student Support has remained relatively stable.

In 2021-2022, one in 3 students report being bullied and nearly 2 out of 3 students report witnessing bullying. Students reported experiencing bullying most frequently in the classroom and witnessing bullying outside of the classroom.

Data Analysis

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

There is disproportionality within student groups for attendance and suspensions. Black/African American females made the most notable jump in suspension rates, resulting in a total of 17 days of missed instruction compared with 5 days for White females (no students from other groups missed instruction due to suspension). The gaps between Black/African American and non-Black peers are smaller but no less significant (12 days and 8 days, respectively).

Chronic absenteeism rates for students eligible for Free and Reduced Meals was significantly higher than the rate of the general student population. It is worth noting that transportation issues caused by BCPS staffing shortages may have contributed to this increased risk factor, as students receiving FARMS may be more likely to rely on school-based transportation methods without alternative means of safely getting to school. However, data around student perception of belonging shows there are improvements to be made within the schoolhouse that would support a reduction in chronic absenteeism.

In the stakeholder survey, students who identified as multiracial demonstrated significantly unfavorable responses across all three domains, particularly in Belonging. Black/African American students were also more likely to indicate favorable or very unfavorable perceptions than their non Black/African American peers, despite slight improvement from the 2020-2021 school year. These results indicate needs to provide teacher support and development around equitable practices, as well as engaging Tier 1 practices for all students, to make continued improvements in this area.

Stakeholder survey data around experiencing or witnessing bullying showed an increase between SY 2020-21 and SY 2021-22. This, when viewed in relationship with referral/incident data, showed that physical conflict and verbal threats/aggression were the leading causes of formal student referrals, 165 out of 269 total incidents for physical contact alone (61%).

From the start of the school year, many students were returning for the first time to a full-day, intensive academic and social environment after nearly 2 years of disruption to in-person learning. Students were in a position of re-learning how to engage in whole- and small-group settings socially after either being in a learning environment mediated by siblings or non-teacher adults. School counselor use-of-time data shows that a significant amount of time was spent supporting peer mediations and social problem-solving.

Carney Elementary staff survey results from 2018-2019 showed that 87.7% of the staff members did not believe that students at our school respected each other. This rate decreased to 13.9% in 2020-2021. During 2021-2022, 46.4% of staff responded unfavorably to this question, however, in comparison with data prior to the COVID closures, is still a marked improvement.

Climate Goals

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

Increase the favorable student survey results for Belonging, Academic Aspirations, and Student Support for students identifying as multiracial/two or more races.

Chronic absenteeism

Conflict Resolution

Decrease the percentage of respondents who reported that they disagree or strongly disagree that they can be themselves at school from 20%.

Through targeted work on social and problem-solving skills, increase indicators for:

- Students “treat me with respect” at my school (19.9% disagree or strongly disagree)
- Students stop and think when they are angry (45.8% disagree or strongly disagree)
- Students work out disagreements by talking when angry (28% disagree or strongly disagree)

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.

Carney Elementary Cougars ROAR:

At Carney Elementary, I respect myself and others, overcome challenges and try my best, act safely, and remain focused on my learning.

Displayed posters with expectations for all areas. Schoolwide values and quarterly celebrations focused on promoting these goals 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 morning meeting using Powerpoints and with clearly posted anchor charts in the classroom. Positive reinforcement of expectations will be prioritized by providing Dojo points to students. Building staff reinforce behaviors with Dojo points to generalize skills in multiple settings. After extended breaks, reteach expectations.

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.

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.

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.

At Tier 1, our focus will be on teaching and reinforcing schoolwide expectations in the classrooms and shared spaces (hallways, cafeteria, and recess spaces). Classroom positive behaviors will be incentivized and rewarded with Dojo points towards classroom rewards and House Day celebration activities. Quarterly belonging surveys will be issued to students and staff to measure effectiveness towards meeting School Progress Plan goals. Implementation of Conscious Discipline from Pre-K through 5.

At Tier 2, we will be providing a structured mentorship program for targeted students as well as small-group skill building provided by the SEL team. The primary focus of these interventions will be self-regulation and social skills, utilizing evidence-based small group curricula such as Social Thinking, Zones of Regulation, and Superflex. These will be modified to reflect the cultural backgrounds of our student population. For students who need more individualized approaches, individual incentive charts will be provided to help shape behaviors as well as collect data. If needed, the SST process will be initiated for students who may require more intensive services and/or behavioral supports. Outside resources, such as mental health providers and community partners, will be utilized to offer wraparound services. Additional supports such as lunch bunches, consultations with support staff and consultations with parents will be implemented as needed.

Based on feedback from students and staff (formal and informal), During the 2022-23 school year, support from the SEL team will be provided as a follow-up from significant events (referrals, suspensions, peer-peer and student-adult conflicts) using Restorative Practices techniques such as informal and formal conferencing as well as restorative circles when appropriate. Through this initiative we hope to increase a sense of belonging and respect among students and between students and adults.

At Tier 3, we will continue providing Tier 2 interventions and provide referrals to appropriate wraparound supports, including individualized mental and behavioral health services and family support programs. Any referrals for additional assessment will be supported by SEL and academic data.

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 welcoming rituals optimistic closures) 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.

- Quarter 1: Overcome Challenges (Perseverance, Resilience, Effort)
- Quarter 2: Respect (Acceptance, Kindness, Empathy)
- Quarter 3: Act Safely (Personal Space, Stop and Think, Adult Supports)
- Quarter 4: Remain Focused (Motivation, Self-Monitoring, Goal-Setting)

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

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

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). Points will be awarded throughout the quarter for students and classrooms exhibiting this specific value. 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.

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 professional development around the Positive Behavior Plan will be offered during pre-service training. Throughout the year, the SEL team will be delivering professional development around relevant topics on a rotational basis. Optional workshops will be offered throughout the year around relevant topics based on community need.

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, positive office referrals, non-tangible rewards and positive parent contacts. Schoolwide we will incentivize positive behaviors by collecting points towards tiered House Day celebrations. Individual students who exemplify our quarterly value will be awarded the title of "Cougar Value Ambassador" and celebrated with a donut breakfast.

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, 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 an 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.

In SY 2022-23, additional support will be provided around RTI and progress monitoring in order to support the implementation of student support and behavior plans with fidelity. The Student Support Team referral form has been updated to provide more detail about available data sources to teachers, and conferencing around students of concern will take place on a regular basis to document responses to behavioral interventions. Academic data will also be considered, as many behavioral issues stem from a mismatch of academic engagement and content.

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.

- [Tier Hierarchy/Referral](#) Process

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, Psychologist, Behavior Interventionist, Nurse and Related Service Providers) meet biweekly to discuss both anecdotal evidence and collected data from the following sources:

- Formal teacher referrals logged in FOCUS
- Informal behavior RTI documentation and regular conferencing
- [Intervention Log that tracks significant SEL team interactions with students and staff \(both proactive and responsive services tracked\)](#)
- Attendance team data
- School discipline data
- Submissions for recognition/incentives
- Quarterly belonging surveys assessing the following stakeholder survey items:
 - "I feel like I can be myself at school."
 - "I feel like students stop and think before getting angry."
 - "I feel like I can try new things, even if I fail the first time."

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.

Miscellaneous Content/Components

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