Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: **8/12/2022**
School Year: **2022-2023**
School: **Catonsville 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.
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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)
The 2021-2022 Catonsville Elementary Data Story reflex the following school demographics: 44% White, 24% Asian, 15% Black/African American, 1% Two or More Races, 1% Hispanic/Latino. 36% Free and Reduced Meals, 15% Special Education, 14% English Learners **Chronic absenteeism reflected disproportionality for Free and Reduced Meals and Special Education student groups.**
Data Analysis
Summarize what the data tell about the school climate. (Information from School Data Story)
The data demonstrate that academic aspirations, belonging, and student support areas need improvement to be equitable. Students reported feeling safe and knowing that there is an adult to help them with fewer reporting knowing what to do if they feel unsafe. This is an opportunity for improvement as well as increasing concentration and getting along with other students.
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.
Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content.

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.

As a Catonsville Cub:

I am…

Responsible and Prepared

Respectful and Kind

I will make Safe Choices…

So my day is a SUCCESS!!

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.

- **Community/Morning Meetings daily to develop relationships, trust, and address classwide issues.**
- **Use of Cub Cards to positively reinforce student behaviors aligning with the school code of conduct**
  - **Individual and class cards used. Students earn rewards after completing a full Cub Card**

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.

Cub Card system, School Code of Conduct and school wide behavior matrix/expectations are shared with families at Back to School Night. Each class participates in a Behavior Handbook lesson and the handbook is shared with parents and acknowledged via signature page. The Diversity, Equity and Inclusion team (DEI) meets monthly and is open to all families of the school community to join and attend meetings. Members of administration and staff are also invited to join. The group gathers climate information through surveys and addresses community needs, concerns and celebrates community

diversity. This committee is a branch of the PTA and summaries of the DEI meetings are shared at monthly PTA meetings.

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.

Tier 1:
- **Schoolwide positive behavior system- Cub Cards**
- **Behavior Matrix aligned with Code of Conduct**
- **Schoolwide recognition of students receiving positive office referrals, completing Cubs Cards (quarterly celebration)**
- **Daily classroom community meetings**
- **Calming corners within classrooms and identified safe spaces within the building (Counselors' office, SEL teacher's office)**

Tier 2:
- **School Counseling social groups**
- **Proactive check-ins with identified staff members (Cub Mentors)**
- **Individualized behavior plans to reinforce desired behaviors**
- **Buddy classrooms**

Tier 3:
- **Student interest surveys**
- **Student support team/IEP team**
- **Individualized behavior plans to reinforce desired behaviors**
- **Regular counselor or social work sessions**
- **Referrals to partnership therapy provider**

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.

Teachers utilize a combination of the Conscious Discipline program and resources from Responsive Classroom (The Morning Meeting Book) to develop classroom community, model ways to handle uncomfortable emotions, working collaboratively with classmates, effective ways for expressing emotions and reacclimating themselves to the classroom and the school house routine.

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.

Virtues are taught and celebrated each month during the class meetings. Students recognize each other for accomplishments both in school and outside of the school setting.

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.)

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. Bias training will be provided throughout the school year. The schedule for this school year was created to allow for daily SEL check-in's for building community within the classroom.

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.

- **Positive office referrals- recognized on the announcements and displayed on "Pawsitive Behavior" bulletin board**
- **Disciplinary office referrals- due process followed for all involved, parent contact and consequences assigned on case by case basis**
- **Cub Cards (individual/class)- tracked on shared drive for each class and student**

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.

All staff follow the attached Positive Behavior Plan flowchart. The chart outlines the protocol for varying levels of behaviors, responses and teacher managed vs. office managed behaviors.

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 Crisis Response team consists of administrators, special educators, support staff, school nurse, school counselors, school psychologist and student resource officer. Threat assessments are conducted by a school counselor or school psychologist in the event a student demonstrates behaviors and/or states a threat to harm themself or others. Crisis response team members are utilized to deescalate crisis situations manage unsafe behaviors and determine next steps for supporting students in crisis. Identified members of the Crisis Response team are trained in CPI protocol and will only implement blocking or restraining practices when all other options have been exhausted and/or the student is in imminent danger or putting another person in imminent danger. The goal of the team is to deescalate the situation, process with students when calm, work to restore relationships and reintegrate the student safely back into the learning environment.

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.)

Office referrals will be analyzed quarterly to determine trends in time (date/time of day), location, grade level, teacher, antecedent, type of behavior, and student demographics (race, gender). This data will help the PBP team to determine the areas requiring more support or reevaluation for supporting student/staff relationships and modeling appropriate reactions and behavior.
Data from climate surveys and attendance data will also be analyzed to identify and trends or areas in need of greater support.

Section 5: Miscellaneous Content/Components

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