



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



Date Completed: 8/14/2023

School Year 2023-2024

School: Arbutus Middle School

Section 1: Initial Steps
School Climate Team
<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>
Perry Warren, Monique Owens, Cameron Davis, PBIS Committee (Team Leaders), ILT Team
Equity Lens
<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>

Enrollment

Arbutus Middle Student Enrollment : Grades 6 to 8 **2022-2023 Arbutus Middle Enrollment by Student Group**

Student/Service Group	2021-2022	2022-2023	Difference
All Students	1,001	970	-31
Gender			
Female	484	480	-4
Male	517	490	-27
Non-Binary			0
Race/Ethnicity			
American Indian/Alaskan Native	3	5	2
Asian	153	169	16
Black or African American	207	183	-24
Native Hawaiian or Pacific Islander	2	2	0
White	483	464	-19
Two or More Races	88	78	-10
Hispanic/Latino	65	69	4
Special Services			
English Learners	26	41	15
FARMS	405	543	138
Special Education			-9

The overall enrollment count at Arbutus Middle has DECREASED since 2021-2022. During the same period, the number of American Indian or Alaskan Native, Asian and Hispanic/Latino students and students who are identified as English Learners and students who are identified as eligible for Free and Reduced Meals services has INCREASED while the number of Black/African American, White and Two or More Races students and students who are identified as eligible for SE services has DECREASED.

Data Analysis

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

~ AMS ILT/GLT and PBIS team reviewed the data story, BCPS Stakeholder Survey as well as quarterly student surveys and identified areas which needed improvement. Areas of improvement were identified in the categories chronic absenteeism, suspension and student belonging.

Attendance/Chronic Absenteeism

2022-2023 Chronic Absenteeism Rate OVERALL and by GENDER

Arbutus Middle Data – OVERALL and by GENDER				
Measure	All Students	Female	Male	Non-Binary
Number of Students Chronically Absent	315	154	161	
Chronic Absenteeism Rate	31.1	31.1	31.1	
Chronic Absenteeism Rate Risk Ratio		1.0	1.0	

2022-2023 Chronic Absenteeism Rate by RACE/ETHNICITY

Arbutus Middle Data – RACE/ETHNICITY							
Measure	AM	AS	BL	HI	MU	PI	WH
Number of Students Chronically Absent	2	36	83	24	32	0	138
Chronic Absenteeism Rate	0.0	20.7	40.3	31.6	38.6	0.0	29.5
Chronic Absenteeism Rate Risk Ratio	0.0	0.6	1.4	1.0	1.3	0.0	0.9

2022-2023 Chronic Absenteeism Rate by Receipt of SPECIAL SERVICES

Arbutus Middle Data – SPECIAL SERVICES			
Measure	English Learner	FARMS	Special Education
Number of Students Chronically Absent	9	248	58
Chronic Absenteeism Rate	18.8	40.8	44.3
Chronic Absenteeism Rate Risk Ratio	0.6	2.5	1.5

Students eligible for Free and Reduced Meals services are chronically absent at rates HIGHER than their nonFree and Reduced Meals peers. The chronic absenteeism rate risk ratio for students eligible for Free and Reduced Meals services at Arbutus Middle is WIDER than the same measure for all BCPS middle schools.

- Students receiving Special Education services are chronically absent at rates HIGHER than their non-Special Education peers. The chronic absenteeism rate risk ratio for students receiving Special Education services at Arbutus Middle is EQUAL TO the same measure for all BCPS middle schools.

Suspension

2022-2023 Suspension Rate Overall and by Receipt of SPECIAL SERVICES

Arbutus Middle Data			
Measure	English Learner	FARMS	Special Education
Number of Unique Students Suspended 1 or More Times	1	104	31
Suspension Rate	2.4	19.2	23.8
Suspension Rate Risk Ratio	0.2	6.8	2.4
Days Excluded from Instruction	1	491	138

2022-2023 Female Student Suspension Rate by RACE/ETHNICITY

Arbutus Middle Data							
Measure	AM	AS	BL	HI	MU	PI	WH
Number of Unique Students Suspended 1 or More Times	0	1	31	1	4	0	25
Suspension Rate	0.0	1.2	38.3	2.9	10.5	0.0	10.5
Suspension Rate Risk Ratio	0.0	0.1	4.9	0.2	0.8	0.0	0.7
Days Excluded from Instruction		1	174	21	11		140

2022-2023 Male Student Suspension Rate by RACE/ETHNICITY

Arbutus Middle Data							
Measure	AM	AS	BL	HI	MU	PI	WH
Number of Unique Students Suspended 1 or More Times	1	2	22	2	7		20
Suspension Rate	0.0	2.3	21.6	5.9	17.5		8.8
Suspension Rate Risk Ratio	0.0	0.2	2.6	0.5	1.7		0.7
Days Excluded from Instruction	0	2	90	6	20		58

Black/African American female students are suspended at rates **HIGHER** than their non-Black/African American female peers. The suspension rate risk ratio for Black/African American female students at Arbutus Middle is **WIDER** than the same measure for all BCPS middle schools.

Black/African American male students are suspended at rates **HIGHER** than their non-Black/African American male peers. The suspension rate risk ratio for Black/African American male students at Arbutus Middle is **WIDER** than the same measure for all BCPS middle schools.

- Students who are Two or More Races male are suspended at rates **HIGHER** than their non-Two or More Races male peers. The suspension rate risk ratio for Two or More Races male students at Arbutus Middle is **WIDER** than the same measure for all BCPS middle schools.

- Students eligible for Free and Reduced Meals services are suspended at rates **HIGHER** than their non-Free and Reduced Meals peers. The suspension rate risk ratio for Free and Reduced Meals students at Arbutus Middle is **WIDER** than the same measure for all BCPS middle schools.

- Students receiving Special Education services are suspended at rates **HIGHER** than their non-Special Education peers. The suspension rate risk ratio for Special Education students at Arbutus Middle is **WIDER** than the same measure for all BCPS middle schools.

Stakeholder Survey

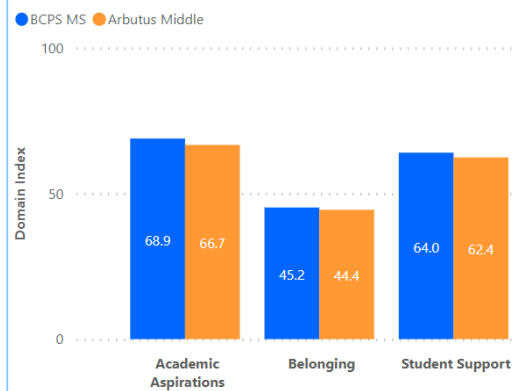
Definition of Domains

Academic Aspirations: Focuses on students' perception of teacher expectations, their interest and engagement in class, and belief that their BCPS education will allow them to succeed in the future.

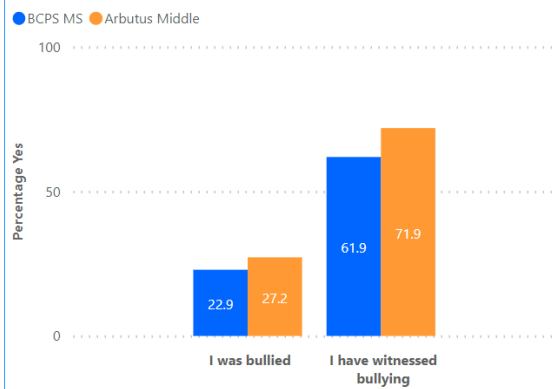
Belonging: Measures the extent to which students feel physically and emotionally safe at their school. Items address the overall school environment and peer-to-peer relationships.

Student Support: Focuses on the communication and social support that students receive in school and includes the relationships students have with their teachers and other adults in their school.

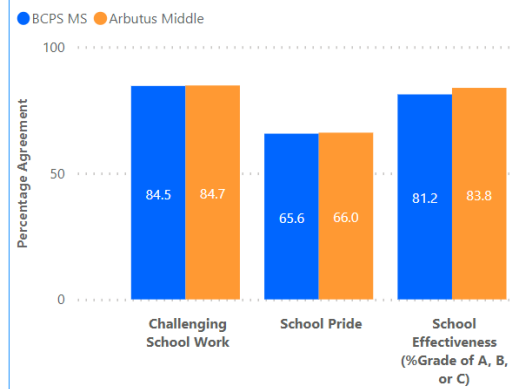
Domain Index



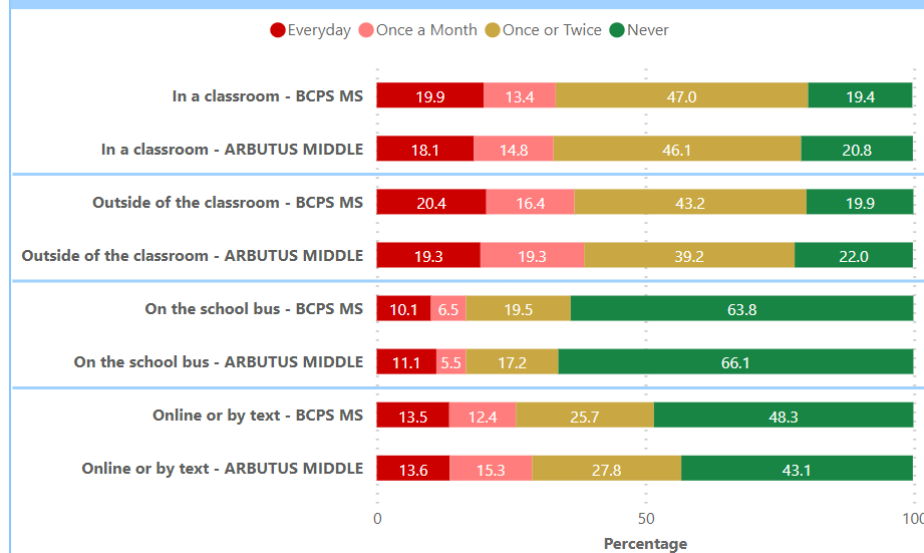
Additional Stakeholder Survey Bullying Questions



Additional Stakeholder Survey Questions



I was bullied



27% of students at AMS felt they were bullied and 71.9% stated they have witnessed. 18.1% believed they were bullied in the classroom while 19.3% felt they were bullied outside the classroom. 11.1% of students believed they were bullied on the bus while 13.6% believed they were bullied online or by text.

Students were bullied				
	● Everyday	● Once a Month	● Once or Twice	● Never
In a classroom - BCPS MS	29.0	16.8	42.4	11.5
In a classroom - ARBUTUS MIDDLE	30.1	19.5	40.9	9.3
Outside of the classroom - BCPS MS	39.0	22.2	31.7	6.9
Outside of the classroom - ARBUTUS MIDDLE	43.4	22.8	27.8	5.8
On the school bus - BCPS MS	27.0	16.0	29.4	27.4
On the school bus - ARBUTUS MIDDLE	29.4	18.8	34.3	17.3
Online or by text - BCPS MS	35.9	17.0	24.9	22.0
Online or by text - ARBUTUS MIDDLE	37.9	20.8	24.6	16.4
	0	50	100	Percentage

27% of students at AMS felt they were bullied and 71.9% stated they have witnessed. 18.1% believed they were bullied in the classroom while 19.3% felt they were bullied outside the classroom. 11.1% of students believed they were bullied on the bus while 13.6 believed they were bullied online or by text. Students believed they witnessed 30.1% of students being bullied in a classroom, 43.4% students were bullied outside the classroom, 29.4% were bullied on the bus, and 37.9% of students were bullied online or by text.

Climate Goals

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

Safe & Supportive Goal: Increase the number of students who indicate a feeling of *belonging* on the BCPS Stakeholder Survey Data from 44.4% in 2023 to 49.4% in 2024.

TSI Safe & Supportive Goal: Decrease the percentage of special education (TSI) students chronically absent from 43.94% to 41.44%.

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.

AMS Student Pledge

- Students will know and exhibit the school code of conduct:
 - I will Persevere
 - I am Respectful
 - I have Integrity
 - I am Dependable
 - I am Empathetic

~Listed in classroom and hallways
~Spoken + posted in school-wide daily announcements
~Website
~Shared with community

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.

1-Teachers will be receiving training the first week of school about the PBIS program. Teachers 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 teach these expectations, routines, and procedures from the first day of school.

2-Students will be reminded of the school's expectations by posters which are posted throughout the building identifying expectations in all parts of the building (classroom, restroom, hallway, etc.).

3-Teachers will recognize and reinforce expected behavior through behavior specific praise, positive office referrals 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.

4-SEL Lessons are provided for teachers to teach in the Pride (Resource) period – At the beginning of year, teachers go over all 5 qualities of Pride pledge then additional lessons that emphasizes each characteristic (created by PBIS committee)

5-Eagle Bucks are given to students who exemplify expected behaviors by teachers and other staff members. ~Rewards/Incentives are available for trade in of Eagle Bucks

6-Staff will utilize the Compass and affective statements when having conversations with students post writing an SIR and discuss how to make better choices next time. Staff will assist students in seeing patterns in their behavior and provide/teach effective strategies for challenging situations.

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 American Education Week and Back to School Night Eagle Bucks sessions will be offered to inform and incorporate parents into the PBIS process. Eagle bucks will be passed

out to parents so their parents can give their child Eagle bucks. In addition to recognizing their own children, parents can also be encouraged to recognize other students demonstrating PRIDE.

~The PBIS process (The School Code of Conduct and the schoolwide classroom expectations) will be shared during the PTA meetings and during presentations Back to School Nights.

~ Ask community businesses to contribute items/gift cards to be raffled off for Eagle Bucks

~Students will be taking a quarterly school survey to provide data and feedback about the program.

~PBIS has a section in the Newsletter to communicate SEL tips.

~The Eagle P.R.I.D.E Pledge matrix is placed on our school website with information about our Schoolwide Positive Behavior Plan.

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.

Tier 3- Student Support Team, Individualized Education Plan, Applied Behavior Analysis, PBIS, Safe Crisis Management, Zones of Regulation, Professional Crisis Management, FBA/BIPS, Individualized Behavior Charts, access to individualized incentives

Tier 2- Student Support Team, Individualized Education Plan, Check in/ Check Out, PBIS, Superflex, Zones of Regulation, Hope Health, Villa Maria, Key Point

Tier 1- School Improvement Plan, Grade Level Meetings, Professional Learning Communities, PBIS, Restorative Practices, Safe School Ambassadors, Youth Mental Health First Aid, PRIDE lessons, Access to earned school-wide and class-wide incentives

The PBIS Committee will continue to review data and share during faculty and/or team meetings throughout the year to determine if these interventions are sufficient or if other practices and interventions would be needed by our students.

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.

At Tier 1 many of the teachers use the SEL 3 Signature Practices daily to foster supportive environments and build SEL skills. Many of the teachers use Courageous Conversations to encourage peer to peer relationship building. The school is committed to applying the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. The school does have small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist, the school also uses Zones of Regulation and Superflex for identified students.

~P.R.I.D.E (Resource) Period lessons on SEL skills and executive functioning strategies. These lessons will also teach students coping skills and mental health awareness.

~Students in higher level subgroups receive specialized services (SST, IEP, PPW, Special counseling groups, etc.)

~Provide teachers with restorative practices to incorporate into regular conversations with students and while building relationships with students. Teachers are provided sentence starters to guide conversations.

~Professional Development was completed on ACE trauma, Restorative practices training, PBIS – Culturally Responsive Approach, Equity Training – Microaggressions in the last two years.

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 PBIS coordinator will work with team leaders to develop lessons during PRIDE to promote character building. SEL lessons are provided for teachers to teach in the Pride (Resource) period – At the beginning of year, teachers go over all 5 qualities of the Pride pledge then additional lessons that emphasizes each characteristic.

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.)

Teachers have received SEL trainings and the **Multi-Tiered Systems of Supports (MTSS)** trainings. The AMS staff will continue to receive training with Equity training (AA Students, LGBTQ+, Gender, and Special Education). Each month teachers will receive a professional development to help promote a better school environment. These professional development opportunities will align with the goals of the safety and climate section of the SPP.

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.

1. Teachers, Instructional Assistants and Administration daily pass out Eagle Bucks.
2. Teachers will identify PBIS students of the month and students will receive school wide recognition.
3. During the faculty meetings, Administration will highlight the top three teachers monthly who are using the most Eagle Bucks.
4. Student of the month can be recognized in newsletter.
5. Students can earn monthly drawings.
6. Students and staff can acknowledge each other by using positive office referrals
7. Students attend quarterly grade level incentives.
8. Teachers can also create their classroom incentive prize box where students can trade in Eagle bucks for a prize. Teachers can provide access to class-wide earned incentives (i.e. activities/social time – class instruction outside, class game after consecutive days of meeting behavioral expectations, listen to music, etc.; earned privileges – i.e. sit in a preferred area, “purchase” space on a white board and personalize it, etc.
8. School staff and students will have an opportunity to complete a PRIDE recognition coupon for students who have gone above and beyond or have significantly improved in carrying out PRIDE. The coupon can be placed in a box in the office and read during lunch periods prior to dismissal.
9. Students can be recognized by using a positive office referral

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.

AMS will refer to the BCPS Student Handbook for teacher and administrator-led interventions and the AMS student handbook. 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. Teachers begin the progress by using their tools to deal with lower level consequences. Then after three SIRs the flow chart begins (read below).

3 → Grade level notification

- 1st SIR from teacher **required** parent contact
- 2nd SIR from teacher lunch detention with **required** parent contact
- 3rd SIR from the same teacher **for the same behavior** warrants after school detention from that teacher with **required** parent contact

6→ After school detention with team leader

9 → Grade Level Team Meeting

12 → Administrative Detention

15 → Required Parent Conference

20 → ALC for 1 or more periods

25 → ALC 1 day

30 → Possible PPW Suspension

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.

Each grade level meets on a weekly to bi-weekly basis to discuss students who present with threats to harm themselves or threats to harm others or property. The grade level team includes teachers, special educators, an administrator, and a counselor. Assigned members of this team follows up with students who have been assessed because of a threat, address treatment options, and monitor their progress. The school has developed a plan that could be implemented should a serious situation occur and the students need to vacate a classroom due to a specific student's extreme behavior. Additionally, the school and the School Resource Officer (SRO) have clear understandings about the roles each play when dealing with student disruptions (i.e., discipline vs. law enforcement) Mr. Pope "Dean of Students" used for de-escalation/ALC- Alternative Learning Center is also alternative to provide support for the students. The SSA support staff is another layer of support.

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 PBIS Team discusses data, practices, and systems at the monthly meetings. The PBIS Team has identified a process for collecting data [suspension data, attendance data, office, student quarterly surveys and classroom referral data (SIRs)]. Each month members of the team have been designated to provide the data at the team meetings. Additionally, the team reviews the interventions and practices and discusses their implementation. They discuss the fidelity of implementation and if data need to be collected to determine fidelity. The team also discusses if there are systems that need to be put in place to support staff to implement the practices more effectively.

Section 5: Miscellaneous Content/Components

[Click or tap here to enter text.](#)