



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

Date Completed: 7/30/2021

School Year 2021-2022

School: Edmondson Heights Elementary

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>
Erin Roberts, Principal Tamera Harris Murphy, Assistant Principal Amanda McMillan, IEP Team Chair Kati Nearhouse, School Counselor Lomax Fonville, School Counselor Ilene Berman, School Social Worker Ariana Cassiere, SEL Teacher Niya Mills, Third Grade Teacher Lisa Burton, Special Educator Franklin Young, Paraeducator Nakia Winchester, School-to-Community Coordinator Jasmine Brown, Parent
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>
Suspension Rate 2019-2020 – The data indicate that students in the Black, FARMS, and SPED subgroups were suspended at higher rates than their peers (4 students were suspended). It is important to use this data in combination with other data points since the majority of the student population is Black (72%) and FARMS (75%), which increases the likelihood that suspended students will fall into these subgroups. Based on the data, it is evident that some students in the SPED subgroup requires additional academic and social-emotional supports to enhance self-regulation skills.

Student Survey Data (Grades 3-5) – In December 2020, students were surveyed to determine the degree to which they feel supported by school staff. The data revealed that only 45% of students know how to contact the school counselor if they need them; 88% of students know how to contact their teacher for support; and 79% of students know who is available to help them at school. Survey data from the 2019-2020 school year indicated that the EL student population felt the most supported and connected to school, while the Black student population felt the least supported and connected to school. The results of both sets of data indicate that the School Climate Team must collaborate to provide additional supports to classroom teachers and students to develop student agency with requesting support from at least one trusted staff member.

Data Analysis

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

Suspension rate and student survey data reveal that the staff's actions are effective in making connections with and meeting the needs of some students, but not all. The Covid-19 pandemic adversely impacted staff members' ability to connect with students and effectively meet their social-emotional needs. Leadership and resource staff will need to collaborate to examine current practices and work with teachers to develop individualized supports for specific students as needed. Prior to the school closure due to the Covid-19 pandemic, the 3-way partnership model of the SEL teacher and two school counselors proved effective with supporting students' social-emotional needs and significantly reducing behavior referrals. This model will be reinstated when school reopens in August.

Climate Goals

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

- 1) Use the Plan, Do, Study, Act protocol to examine and reflect on implicit biases, equitable instructional practices, and relationship building with students to effect lasting change.
- 2) Incorporate SEL strategies (Warm Welcome, Engaging Practices, and Optimistic Closure) into daily instruction (including the Conscious Discipline program).
- 3) Administer a student survey (fall, winter, spring) to gather feedback about students' perceptions of our school as a safe and supportive learning environment and facilitate changes as needed.
- 4) Analyze student survey data to cultivate teacher practices with helping students feel safe and supported.

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.

I am a learner.
I am responsible for my learning.
I embrace challenges.
I am respectful.
I make positive connections with others to create our strong school 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.

Classroom Visual:

Class Commitments

Attend to your learning

Be an active listener

Ask questions

Be respectful to self, others, and the learning environment

Teachers will explicitly share and model these commitments on the first day of school. They will be revisited daily during class meetings and as needed throughout the school day in response to student behavior. Teachers will initiate corrective procedures from a place of assistance to support students with the goal of staying focused on learning (teachers will share this with students). This approach is in alignment with Conscious Discipline principles.

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.

The Schoolwide Positive Behavior Plan and schoolwide expectations will be shared with families during Back-to-School Night in September. Prior to sharing the finalized plan with the school community and throughout the school year, parent input will be elicited. Student voice is reflected in the initial development and will continue during the monitoring process based on student survey data. Administration, the SEL teacher and school-to-community coordinator will be available to families throughout the school year to respond to questions and address concerns.

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 – Conscious Discipline, Restorative Practices, SEL practices, The Virtues Project, MTSS resource teacher

Tier 2 – SST, Check-In Check-Out, small SEL and instructional groups, small group and individual counseling, individualized behavior plans, MTSS resource teacher

Tier 3 – IEP Team, SST, FBA/BIP, development and implementation of individualized supports through the Therapeutic Services Support Team, referrals for community-based services

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.

One area of focus for the SEL teacher will be developing teacher capacity with building relationships with students. The SEL teacher will check in with the entire staff on a quarterly basis to share schoolwide data and updates on the effectiveness of supports being provided to students. Additionally, more frequent, personalized check-ins with individual teachers and grade levels will occur.

The SEL teacher will also:

- Facilitate class meetings and mini lessons on a rotating schedule for K-5 classrooms.
- Provide real-time coaching and modeling of SEL strategies for teachers.
- Take a data-based approach with implementing behavior supports.

To increase her effectiveness in her role, the SEL teacher will participate in PD opportunities, including on the topic of Restorative Justice Circles.

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 Virtues Project – Each month, the school community focuses on a specific character trait (e.g., Perseverance, Respect, Kindness, Honesty, etc.) from the resource guide, *The Virtues Project*. The school counselor shares the virtue at the beginning of each month, along with corresponding activities for teachers to complete with students in connection with the virtue. Students and staff can earn Virtues Vouchers for demonstrating any virtue, even if it is not the current focus. Earned vouchers are read on the afternoon announcements to celebrate recipients.

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.)

Feedback surveys will be provided to staff following each PD session to determine each session's effectiveness and needs for subsequent PD sessions and individualized supports.

August – SEL Classroom Supports (including Conscious Discipline) and Relationship Building PD (facilitated by the SEL teacher); Schoolwide Positive Behavior Plan shared with staff (facilitated by administration and the SEL teacher)

September – The Virtues Project and Schoolwide Incentives Overview (facilitated by the school counselors); Providing Emotional Support to Students – Standardized Assessments (facilitated by the SEL teacher)

November – Follow-up SEL PD based on informal classroom observation data and survey feedback; individual and/or grade level coaching support for teachers provided by the SEL teacher

December – Individual and/or grade level coaching support for teachers provided by the SEL teacher

January – Refresher: SEL Classroom Supports (including Conscious Discipline); individual and/or grade level coaching support for teachers provided by the SEL teacher

February – Refresher: Providing Emotional Support to Students – Standardized Assessments (facilitated by the SEL teacher); individual and/or grade level coaching support for teachers provided by the SEL teacher

March – Individual and/or grade level coaching support for teachers provided by the SEL teacher

April – Individual and/or grade level coaching support for teachers provided by the SEL teacher

May – Individual and/or grade level coaching support for teachers provided by the SEL teacher

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.

Quarterly awards ceremonies will be held to recognize students for exemplifying Virtues of the Month.

Every classroom and special area teacher will recognize 4 students per month (1 each week) for meeting classroom expectations so that every student in the school is recognized at least once by the end of the school year.

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.

Teacher-Managed Behaviors: talking, out of assigned location, foul language, peer argument, minor physical aggression (e.g., pushing a peer), refusal to complete work

SEL Teacher Support Referral: major physical aggression, minor elopement (student has left classroom, but is within eyesight of staff), bullying, harassment

Office Referral: major elopement (student has left the building), crisis situations, theft, illegal substances, weapons (real or look-alike), sexual behavior, and suicidal/homicidal ideations

Unsafe behaviors will be reported by the teacher to the main office. A behavior referral form will be completed to describe the student misbehavior and the teacher responses to that misbehavior. Administration, the SEL teacher, or school counselor will respond depending upon the situation. Staff responses to student misbehavior will align with the BCPS Student Handbook and be communicated to parents immediately following each investigation. Wrap around services will be coordinated as needed to ensure equitable access to instruction.

Corrective Procedures (for teacher reference only, not visual for students):

Ask student, *How may I help you?* (or another appropriate question that communicates supportive action)

Provide a verbal reminder of expected behavior using language of safety vs. language of control

Provide student support (instructional or behavioral) to encourage the desired behavior

Redirect student to the Safe Space to reflect and regroup with the goal of rejoining the class

Collaborate with colleagues to determine if a pattern of behavior exists and discuss ideas for support; implement the idea(s)

Call parent/guardian

Implement individualized strategy/intervention (e.g., incentive chart) and monitor student response

Follow up with parent/guardian to share response to intervention and inform of SST referral (if response is unsuccessful and after consultation with the SST chair)

Behavior support referral (last resort)

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.

Teachers will first implement Conscious Discipline techniques to redirect the student to learning. If the teacher implements three strategies unsuccessfully, he/she will call the main office for support. Administration, the SEL teacher, school counselors, and school social worker will work together as a team to support the teacher and student. CPI training will be required for the SEL teacher and administration. A referral to the IEP Team or SST may be warranted. Wrap around services will be coordinated as needed to ensure equitable access to instruction.

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.)

Collected Data:

Office referrals

Suspensions

Achievement (report cards, progress reports, unit assessments, standardized assessments)

SEL teacher referrals

SST referrals

IEP Team referrals

Therapeutic Support Services Team RTI data

Attendance

Student surveys (Grades 3-5)

Informal observations

A uniform behavior support referral form is available to all staff.

Section 5: Miscellaneous Content/Components

The School Climate Team will meet monthly to analyze climate data and assess the effectiveness of the Schoolwide Positive Behavior Plan.