



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

Date Completed: 8/25/2023

School Year 2023-2024

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 Kelsie Cooke, Assistant Principal Lomax Fonville, School Counselor Ilene Berman, School Social Worker Franklin Young, SEL Teacher Niya Mills, Fourth Grade Teacher Ariana Cassiere, Special Education Inclusion Teacher/SST Chair Chauna Watson, Community Schools Facilitator Nakia Winchester, CARE Liaison 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 2022-2023 – Thirteen students were suspended during the 2022-2023 school year. The data indicate that students in the Black male subgroup were 4.71 times more likely to be suspended than their peers. The most common reason for suspension was physical attack on an individual. Based on the data, it is evident that some students in this subgroup require additional social-emotional supports to enhance self-regulation skills. The SEL teacher and school counselors will be critical to working with teachers and students to implement and monitor the effectiveness of these supports.
Stakeholder Survey Data (Grades 3-5) – Spring 2023 Stakeholder survey results reveal that 41.2% of Multiracial students responded unfavorably to feeling safe and welcomed in school,

experiencing and/or witnessing peer conflicts characterized by unresolved conflict. The School Climate Team will continue to examine current classroom management practices and collaborate with teachers to implement strategies rooted in positive supports for all students (such as Conscious Discipline) and develop individualized supports for specific students as needed. In addition to the School Climate Team, the Therapeutic Support Services Team will continue to collaborate to provide supports to students with more intensive, complex needs.

Data Analysis

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

Spring 2023 Stakeholder Survey results indicate that 74.2% of students feel safe and welcome in school, an increase of 15% over the 2021-2022 school year. This is evidence that school staff's intentional work around creating the conditions for all students to feel positively connected to school was effective. Consistent instructional and social-emotional supports for both teachers and students will continue to be implemented in the 2023-2024 school year with the goal of ultimately reaching 100% of students.

Climate Goals

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

- 1) Decrease the percentage of students chronically absent from 46% to 25%.
- 2) Center on students' identities, strengths, interests, and needs in order to make instruction accessible.
- 3) Consider student voice and advocacy in instructional decision making.
- 4) Create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.

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.

Schoolwide expectations will be shared with families during Back-to-School Night in August. Prior to sharing the finalized Schoolwide Positive Behavior Plan with the school community, parent/guardian input will be elicited. Through Stakeholder Survey results, student voice is reflected in the initial development of the plan and will continue to be reflected through student survey data throughout the year. Ideas from families on ways to support students will be considered through conferencing and PTA meetings. The School Climate team will meet quarterly to evaluate the plan's effectiveness. Additionally, the administrative team, SEL teacher, school counselors, and CARE liaison 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, SEL teacher, school counselors

Tier 2 – SST, FBA/BIP, 504 Plan, Check-In Check-Out, small SEL and instructional groups, small group and individual counseling, individualized behavior plans, school counselors, school social worker

Tier 3 – IEP Team, FBA/BIP, school social worker, 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 genuine 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 lessons in K-5 classrooms.
- Provide real-time coaching and modeling of SEL strategies for teachers.
- Take a data-based approach to implementing behavior supports.

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*. One of the school counselors 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 – Schoolwide Positive Behavior Plan shared with staff (facilitated by the assistant principal, Staff Development Teacher, and SEL teacher)

September – PD for new teachers on the SST and IEP Team processes; PD for all instructional staff on providing quality feedback to students to help them stay connected to learning

October – Choice strand PD available to all instructional staff (one strand is devoted to SEL)

November – Individual and/or grade level coaching support for teachers provided by the SEL teacher and/or Staff Development Teacher; Choice strand PD available to all instructional staff (one strand is devoted to SEL)

December – Individual and/or grade level coaching support for teachers provided by the SEL teacher and/or Staff Development Teacher; Choice strand PD available to all instructional staff (one strand is devoted to SEL)

January – Individual and/or grade level coaching support for teachers provided by the SEL teacher and/or Staff Development Teacher; Choice strand PD available to all instructional staff (one strand is devoted to SEL)

February – Individual and/or grade level coaching support for teachers provided by the SEL teacher and/or Staff Development Teacher; Choice strand PD available to all instructional staff (one strand is devoted to SEL)

March – Individual and/or grade level coaching support for teachers provided by the SEL teacher and/or Staff Development Teacher; Choice strand PD available to all instructional staff (one strand is devoted to SEL)

April – Individual and/or grade level coaching support for teachers provided by the SEL teacher and/or Staff Development Teacher; Choice strand PD available to all instructional staff (one strand is devoted to SEL)

May – Individual and/or grade level coaching support for teachers provided by the SEL teacher and/or Staff Development Teacher; Choice strand PD available to all instructional staff (one strand is devoted to SEL)

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.

Students exemplifying Virtues of the Month will be recognized daily on the afternoon announcements.

The weekly 100 Chart Lottery Incentive will be continued to recognize a student from every classroom who exemplifies the set criteria for the week in connection to the Code of Conduct and/or Virtues of the Month.

Individual classrooms will implement monthly Big Events to recognize students for meeting classroom and schoolwide expectations.

Quarterly exemplary student attendance breakfasts will be facilitated.

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

Behaviors that are not teacher-managed 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, and/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 Place in the classroom 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 counselor, 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 assistant principal. 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

Student Achievement (report cards, progress reports, unit assessments, standardized assessments, etc.)

SEL teacher referrals

SST referrals

IEP Team referrals

Therapeutic Support Services Team RTI data

Attendance

Student surveys (Grades 3-5)

Informal observations

A uniform SEL referral form is available to all staff.

Section 5: Miscellaneous Content/Components
The School Climate Team will meet quarterly to analyze climate data and assess the effectiveness of the Schoolwide Positive Behavior Plan.