



## Schoolwide Positive Behavior Plan Baltimore County Public Schools



**Date Completed: 6/30/2021**

**School Year 2021-2022**

**School: Dundalk Elementary**

Section 1: Initial Steps
<b>School Climate Team</b>
<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>
Jen Pilarski- Principal Heather Swinder- AP Nikki Fields- Reading Resource Deiona Gbangbalasa- Classroom Teacher (K) Jen Farlow- ESOL Katie Karpus – Staff Development Teacher Andrea Weaver- Reading Specialist Jess Bender- Reading specialist Jen Plakosh- Math Resource Michele Jacobs- MTSS Resource Teacher Katherine Rodgers – P.E.
<b>Equity Lens</b>
<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>
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<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
The data indicates that DES has a persistent gap for our black and multiracial students.
<b>Climate Goals</b>
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>

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.

## 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.*

We are peaceful with our words and actions. We are responsible for one another and ourselves. We are respectful of people and things. We are enthusiastic and always work with excellence.

### 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.*

#### Visuals of school promise

**Community Circle** – meaningful, consistent, culturally relevant, goals, student voice, everyone should be acknowledged, one level, true circle, norms, and talking piece. (All staff)

**Visual Goal Anchor Chart** (Up in room daily)

**Virtues Language**- virtue a week, announcements, and using available resources.

**Restorative Practices**- Problem Solving Support

### 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.*

Sharing of priorities at Back to School Event and SEL focused family night in the first quarter. Development of advisory group that includes parents to provide feedback and refinement .to the 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.*

Tier 1- Virtues Language, Restorative Practices, Conscious Discipline, Mindfulness

<p>Tier 2- Zones of Regulation, Second Step, Targeted Support Groups, Individualized plans, Check in/out, mentoring</p> <p>Tier 3- SST plans, Therapeutic interventions</p>
<p><b>Social-Emotional Learning</b></p> <p><i>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.</i></p> <p>All students will engage in Conscious Discipline infused in mandatory community circles and optimistic closure each day. Zones of Regulation will be introduced for students to identify and manage their emotions</p>
<p><b>Character Education</b></p> <p><i>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.</i></p> <p>Community Circles will include direct instruction on virtues, beginning with the ones highlighted in the school promise.</p> <p>Second Step and Empowerment groups for students of color</p> <p>Mentor programs</p>
<p><b>Professional Development for Staff</b></p> <p><i>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.)</i></p> <p>PD during preservice week and ongoing on:</p> <p>Conscious Discipline</p> <p>Restorative Practices/Problem Solving</p> <p>Virtues Language</p> <p>Mindfulness</p> <p>Ongoing coaching with MTSS Resource teacher and SDT</p>
<p><b>Section 4: Supporting and Responding to Student Behavior</b></p>
<p><b>Recognitions/Incentives</b></p> <p><i>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</i></p>

<i>is being recognized and who is not being recognized and whether explicit or implicit biases may be occurring.</i>
Positive Office Referrals- recognition by administration of individual students Hallway of Fame- students who demonstrate positive behavior are photographed and captioned to highlight the virtue being demonstrated Students on Positive Behavior Charts that include regular breaks and celebrations School Wide Recognition assemblies focused on leadership, virtues, and academics
<b>Hierarchy for Behavioral Referrals and Consequences</b>
<i>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.</i>
Teacher Managed Behaviors- conflicts between students, noncompliant behavior, minor disruptions Resource Managed Behaviors- continued disruptions, student breaks Administrator Managed Behaviors- physical aggression, extreme/continuous disruptions
<b>Response for Intensive Behaviors</b>
<i>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.</i>
Crisis Response: School Counselors (CPI), MTSS resource (CPI), administrators (CPI), nurse, special educator if applicable Regular meetings to have specific plans and point people for individual students Paper Resource: “Who Do I Contact” that includes Threat Assessments and CPS concerns
<b>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</b>
<i>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.)</i>
Collection of MTSS data Referral data, standard form that is entered into Focus upon resolution
<b>Section 5: Miscellaneous Content/Components</b>
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