



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

**Date Completed: 7/7/2021**

**School Year 2021-2022**

**School: Fort Garrison Elementary**

<b>Section 1: Initial Steps</b>
<p><b>School Climate Team</b></p> <p><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></p> <p>Hope Baier, Principal            Kayla Denmyer, Assistant Principal            Lauren Weingard, School Psychologist            Shelly Borucki, School Counselor            Stacy Siegel, Reading Specialist            Jodi Cohen, Kindergarten Teacher            Karen Varelli, 2<sup>nd</sup> grade            Lisa Levine, 5<sup>th</sup> grade            Lindsay O'Donnell, Library Media Specialist</p>
<p><b>Equity Lens</b></p> <p><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></p> <p>Student Population: 65 students receive special education services (IEP=58 or 504 plan= 7). This list does not include students receiving services only (private school or Child Find) The breakdown of students by race; 1 Native American, 16 Black, 5 Hispanic, 2 Multi-race, 41 White. FGES has several regional programs; OGE 3's and 4's, CLS Kindergarten, Primary and Intermediate. There are 24 students in these programs. The breakdown of race in the CLS programs is 8 Black, 2 Hispanic, 2 White. For the OGE program there is 1 Native American, 7 Black, 1 Hispanic, 3 White. FGES has 9 students receiving ESOL services.</p> <p>With regard to social emotional needs; all students at Fort Garrison will receive direct instruction on coping strategies and managing emotions. Self-regulation is an area of growth. Data regarding peer to peer relationships is lacking due to virtual instruction and limited in-</p>

person learning. The school will collect data once all students return to in person learning regarding social emotional competencies.

## **Data Analysis**

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

The Instructional Leadership Team identifies creating an environment where all children are respected, feel welcome and have a sense of belonging, particularly our underserved students as a schoolwide focus. In reviewing the 2020-2021 Stakeholder Survey was analyzed using student, parent, and staff responses, the following data points were highlighted:

Student responses:

Under Academic Aspirations, the average positivity was 93.3%. 94.3% of students feel prepared for the next school year.

Under Belonging, 93.4% of students feel safe at school and 97.1% feel welcome. 91.5% of students feel they are treated with respect and 92.3% feel that students help each other.

Under Student Support, 93.3% feel that adults treat students with respect. Students feel that teachers and adult care about them over 91%.

Bullying continues to be an area of focus with 23.1% of students indicated they were bullied at school and 29.6% indicated witnessing bullying. In analyzing the data, the ILT felt that students continue to need instruction on the definition of bullying as well as actions to respond to and prevent behavior incidents.

In summary, 95.1% of student feel proud to be a student at Fort Garrison!

Parent responses:

97.6% of parents feel that students respect each other and 97.7% feel that their children are treated with respect at school.

Under communications the average score was 78.7%. This is an area of continuing growth. Currently, teachers send weekly emails with updates, newsletters are sent to all families and the administration held town meetings during the school closure.

Scores under Organizational Effective were the lowest percentages, with parents indicating dissatisfaction with school and district leadership, community involvement and school planning. The ILT analyzed these responses and questioned the effect of the school closure and ransomware attack as negative factors.

FGES's Data Story information was limited to previous years, 2018-2019 and portions of 2019-2020, therefore, the school did not have current information to analyze. The impacts of the school closure and hybrid learning are still being felt. For the 2019-2020 as well as 2020-2021 school year, there were no office referrals or suspensions. Students who had previously been suspended are no longer enrolled at Fort Garrison. For the 2021-2022 school year, staff will continue to carefully review discipline data, through an equity lens to combat disproportionality.

The percentage of Black students may be misinterpreted when reviewing data, such as Achievement, Special Education, and FARMS. Specifically, there are currently 46 Black students enrolled at Fort Garrison. 24 out of the 46 students are enrolled in the CLS and preschool programs.

<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>
The school will continue the work in creating an environment where all children are respected, feel welcome and have a sense of belonging, particularly our Black and Brown students. Specifically, staff will re-engage students who were determined to have a low level of engagement during the school closure. Regular contact will continue during the first semester with students and families to address a sense of belonging and re-connection.
<b>Section 2: Developing and Teaching Expectations</b>
<b>Expectations Defined</b>
<i>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>
Fort Garrison foxes are Respectful, Responsible, Safe and Prepared. The code of conduct is recited each day during the morning announcements. Each classroom and other selected areas of the building have the Code of Conduct posted and it is referred to on a daily basis. Students are highlighted when they demonstrate the targeted skill.
<b>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</b>
<i>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.</i>
In the beginning of each school year teachers develop their set of classroom rules that align with the Code of Conduct as well as in all areas of school life (e.g. on the bus, at recess, field trips etc.). Conscious Discipline is taught and reinforced. All students receive the BCPS Student Handbook Talk. Positive behavior is reinforced and celebrated with Positive Office Referrals, Fox Paws, Schoolwide quarterly celebration assemblies, and utilizing 5 <sup>th</sup> grade helpers with CLS students and primary grades. Additionally, FGES will implement a tiered reward system where students will be able to exchange fox paws for a variety of items including small tokens, lunch with a teacher/administrator, special classroom or school job, etc.)
<b>Family/Community Engagement</b>

*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.*

At Back to School Night teachers will provide families with information relative to the Code of Conduct, School Behavior Plan, and Positive Office Referrals and other incentives (Fox Paws, positive phone calls, etc.). Information will also be shared with parents during PTA meetings. The BCPS Behavior Handbook will be shared with parents via a video link, signed, and returned to school. Morning meetings include student voice as the classroom reviews virtues and schoolwide policies and rules.

### **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, Fox Paws, Positive Office Referrals, Morning Meetings, Classroom Guidance Lessons

Tier 2 Small group counseling, coaching, and instruction, lunch bunches with preferred adults, planned breaks, peer mentoring, positive behavior charts, SST meetings, Student Support Team plans.

Tier 3 Crisis counseling, following the FBA and BIP, consultation with appropriate offices

#### **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.*

Conscious Discipline, Safe Place (Calm Down Corner), Morning Greetings including teachers greeting students as they enter the building, Classroom Guidance Lessons, Morning Meetings, Teacher to student relationships to resolve conflicts. Zones of Regulation. Training is available for staff through BCPS professional learning and through consultation with the school counselor and social emotional learning teacher, When providing support, staff will consider a trauma informed approach when appropriate (e.g. consider cultural responsiveness, utilize the PPW).

#### **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.*

Teachers will nurture emerging talents and offer opportunities for reflection and discussion in various learning areas such as ELA, writing and health courses. Classroom guidance lessons

will reinforce positive behavior and ethical decision-making. Virtues of the month will be reinforced and highlighted in Positive Office Referrals.

### **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.)*

Summer meetings with Climate committee, new staff will be briefed on the plan. The plan will be shared teacher week, updates during faculty meetings. Professional learning will be facilitated by the School Counselor, School Psychologist and Social Emotional Learning teacher regarding best practices and procedures for handling negative behavior. FBA and BIP information will be shared by case managers and the IEP chair regarding identified students in need of accommodations. Staff will be encouraged to take advantage of systemwide opportunities for restorative practices and behavior management. At grade level and faculty meetings staff will have the opportunity to share feedback and strategies for behavior.

## **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.*

The follow recognitions and incentives will be implemented this school year; Quarterly assemblies to recognize positive office referrals, staff will record students that have received and have not earned positive referrals (including the examination of implicit bias) and develop plans to ensure all students are recognized, The “wall of fame” displayed in the main hallway to recognize students demonstrating virtues, and positive phone calls home.

### **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.*

See attached

### **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.*

Historically, students at Fort Garrison with intensive behaviors receive special education services in the form of an IEP or 504 plan with accompanying FBA/BIP if appropriate. CPI trained staff and other support personnel including the School Counselor and School Psychologist would intervene as needed. The hierarchy of responses are outlined in the individual student's BIP. Examples may include creating a safe space, removal of peers or removal of student, using first/then language, breaks, and offering choices)

**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.)*

Data will be collected in the following ways; office referrals (positive and traditional), Stakeholder Survey results, wall of fame, teacher and student feedback. A uniform office referral form is in place.

**Section 5: Miscellaneous Content/Components**

n/a