



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

**Date Completed: 7/27/2022**

**School Year 2022-2023**

**School: Owings Mills Elementary**

<b>Section 1: Initial Steps</b>
<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>
Scott Conway, Jenny Conrad, Andre’a Butler, Ashley Towle, Rachel Mills, Amanda Prescott, Katie Schoen, Kamese Fogg, Aileen Losin, Zorri Skinner, Tanya Todman-Taylor Team Leader: Aileen Losin
<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>
The 2021-2022 suspension rate was 1.2%, decrease of 0.8% 2018-2019. According to MSDE’s disproportionate discipline data, Black/African American students were suspended at approximately 2.2 times the rate of their peers. Students receiving special education services were suspended at 3 times the rate of their peers.
Updated information: Black/African American students are suspended at rates higher than their non-Black/African American peers. The suspension rate gap for Black/African American students at Owings Mills Elementary is less than the same gap for all BCPS elementary schools. This gap has narrowed over time, indicating a positive trend. Two or More Races students are suspended at rates higher than their non-Two or More Races peers. The suspension rate gap for Two or More Races students at Owings Mills Elementary is greater than the same gap for all BCPS elementary schools. This gap has widened over time, indicating a negative trend. Students eligible for FARMS are suspended at rates higher than their non-FARMS peers. The suspension rate gap for students eligible for FARMS at Owings Mills Elementary is less than the same gap for all BCPS elementary schools. This gap has narrowed over time, indicating a positive trend. Students eligible for Special Education are suspended at rates higher than their

non-Special Education peers. The suspension rate gap for students eligible for Special Education at Owings Mills Elementary is greater than the same gap for all BCPS elementary schools. This gap has widened over time, indicating a negative trend.

### **Data Analysis**

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

Data shows that suspensions for Black/African American students has decreased, however the rate remains higher than their non- Black/African-American peers. The suspension gap for students of two or more races has also widened. These suspensions also contribute to the negative trend exhibited in the FARMS data. The greatest concern within this data is the suspension rate of special education students. They are suspended at 14 times the rate of their non-disabled peers.

Owings Mills Elementary School continued the behavior management program designed in 2020. Data showed a significant decrease in student behaviors that led to office referrals.

Quarterly staff and student surveys were administered during the 2021-2022 school year to gather data and assess school climate. Results of the survey were overwhelmingly positive. Students and staff repeatedly noted feeling connected to the school, feeling respected and safe, and feeling as if they had a voice.

### **Climate Goals**

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

Key Action #1: Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs.

Key Action #2: Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.

Work towards these goals will take place through:

- Implement a quarterly school survey for students and staff to assess school culture.
- Staff will participate in monthly equity discussions in order to reflect on Culturally Responsive Teaching.
- OMES Family Reunions will be held monthly.
- The School to Community coordinator will work with the ILT team to determine parent needs and develop necessary workshops.

## **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 will be kind, respectful and inclusive to all members of my OMES School Family.

### **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.*

- Daily morning meetings
- Implementation of Conscious Discipline Strategies
- PBIS (monthly recognition for positive behavior and demonstrating the monthly virtue during grade level family days)
- Social stories about kindness and respect
- Monthly student ambassadors
- Virtue of the month

### **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.*

- Presentation will be provided during back-to-school event
- Monthly virtual Q&A parent workshops with the principal will be offered

## **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- PBIS and Conscious Discipline strategies

Tier 2- Teacher/Student Mentor Program, SST, Behavior Plans, Zones of Regulation

Tier 3- FBA, BIP, Counseling and Social Work 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.*

Conscious Discipline will continue to be implemented at all grade levels. During the 2018-2019 school year, teachers completed a three-day training from Conscious Discipline. In 2019-2020 grade levels participated in coaching sessions and completed a book study. A Conscious Discipline refresher will be completed in August 2022. Safe space and other sensory resources will be put in place to provide students the place to regulate their emotions.

### **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.*

Selected virtues will be explicitly taught, reinforced, and recognized throughout each month. Grade levels will participate in team building exercises based on the virtues. Class families will recognize the virtues within everyday instruction and daily meetings. Students can participate in Kindness Club.

### **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.)*

Staff will participate in monthly equity discussions in response to Culturally Responsive Teaching and the Brain. Professional Development will be provided to teachers about the IEP and SST process for students.

## **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.*

Teachers will select students each month that demonstrate the monthly virtue. Those names will be submitted to administration to determine the primary and intermediate ambassador of the month. The ambassadors will speak with students on the morning announcements about the virtue of the month. Grade Level Family Reunions will occur throughout the month. All students will participate in these events.

### **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.*

Daily: When an unwanted behavior is demonstrated, teachers will provide students with two warnings. On the third warning, a phone call will be made by the teacher to the child's parent. The fourth incident will require a visit to the administration where the parent will be contacted by administration. A fifth incident will result in an administrative consequence.

Specific behaviors that will result in automatic administrative intervention: fighting, behaviors resulting in significant safety concerns, or any Category 3 offenses. Administrators will investigate the incident and determine an appropriate/logical consequence in line with the BCPS Student Handbook.

### **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 utilize Conscious Discipline and calming strategies to attempt to address students in crisis. The teacher will contact the counselors or social worker if the severity of the behavior increases. Staff or administrators certified in CPI protocol will assist with intensive behaviors accordingly.

### **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.)*

Teachers will complete and submit Weekly Behavior Tracking to monitor student behaviors. These weekly logs will individually track behaviors of students in their class. When an unwanted behavior is demonstrated, teachers will provide students with two warnings. On the third warning, a phone call will be made by the teacher to the child's parent. The fourth incident will require the referred staff member to complete an office referral and the student will visit administration who will contact the parent. A fifth incident will result in an administrative consequence. Category 3 behaviors will result in an automatic administrative consequence. Information documented on these weekly logs will identify students who repeatedly receive warnings or referrals. This data will be collected and analyzed to determine students who would benefit from a Tier 2 or Tier 3 support.

## **Section 5: Miscellaneous Content/Components**

Staff and student culture survey will be administered quarterly and will monitor school climate and the effectiveness of the Schoolwide Positive Behavior Plan.

