Schoolwide Positive Behavior Plan  
Baltimore County Public Schools

Date Completed: 8/24/2021  School Year 2021-2022
School: White Oak School

## Section 1: Initial Steps

### School Climate Team

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.

- Allison Myers, Principal
- Lisa Frey, Assistant Principal
- Kate Simone, Psychologist
- Christina Williams, SSW
- Alex Freas, SSW
- Gina Sax, Counselor
- Brandi Zellhofer, PBIS Team Leader
- Lindsay Dembeck, Behavior Resource Teacher
- David Brock, Behavior Resource Teacher
- Jamie Schaller, Library Media Specialist
- Dan Jones, Physical Education Teacher
- Colleen Royster, Paraeducator

### Equity Lens

*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)

The suspension rate gap for Black/African American students at White Oak is less 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)

The suspension rate gap for students eligible for FARMS at White Oak is less than the same gap for all BCPS elementary schools. This gap has narrowed over time, indicating a positive
trend. The suspension rate gap for students eligible for Special Education at White Oak is less than the same gap for all BCPS elementary schools. This gap has narrowed over time, indicating a positive trend.

**Climate Goals**

*Identify the school’s goals in improving the social-emotional climate of the building.*

*(Information from School Progress Plan)*

Climate Key Action:

Culturally Relevant Pedagogy: Classroom routines and expectations promote cooperative learning, teacher to students interactions and student to student interactions, characterized by mutual respect and caring.

Equitable Action: Teachers will center students identities, strengths, interests, and needs in order to make instruction accessible.

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**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.*

Students will consistently increase respectful, responsible, and safe behavior throughout the building. Expectations are introduced and discussed first within the classroom setting. Posters are used throughout the classroom and common areas of the building, detailing rules and expectations for each setting. Reinforcement occurs throughout the school day and all settings utilizing STARRS/Coins that students earn for demonstrating he expected behaviors.

**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.*

Social skills are taught weekly, with each grade having 2 sessions with Social Skills support staff, classroom teacher and social worker/school counselor. Class and school wide expectations are on posters in the classroom and common areas (classroom/specials, hallways, bathroom, bus, playground, cafeteria, nurses office). Staff provides STARRS (school wide reinforcement system) throughout the day when students demonstrate expected behaviors in all locations of the school building. STARRS can be cashed in for various rewards. White Oak Behavior Manual details when and how to give out STARRS to students as well as reward menu and response cost system.

**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.

Class rules and procedures are developed in the classroom with input from students. Parents are provided with the White Oak Behavior Manual which is also explained upon enrollment at White Oak School. Daily data sheets are sent home with students and signed by parent/guardian.

### 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.

White Oak has ongoing professional development and training around culturally responsive teaching and positive behavior practices. These occur through weekly consultation meetings with behavior support staff, mental health staff, classroom teachers and others as needed. PD around CRT is scheduled throughout the school year. In addition, FBA/BIPs are regularly reviewed and adjusted based on data and need.

#### 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.

The Social Skills curriculum is Unstuck and On Target. This is a new program for our students. Our school social workers and school counselor are taking the lead on implementation and will provide professional development and support as needed to classroom staff for implementation.

#### 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.

This school year, staff will receive training on Culturally Responsive Teaching and the Brain, which focuses on creating positive social interactions across differences, raising students awareness of inequity in everyday situations and building cognitive capacity and academic mindset. Positive behaviors such as being safe, respectful and responsible are continuously reinforced with students using STARS, across all settings within the school building and on the bus.

#### 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.)

Professional developments scheduled for staff include work related to culturally responsive teaching (Hammond) as well as training on Professional Crisis Management intervention/de-escalation practices and procedures.

### 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.

Recognition of student success occurs with both immediate reinforcement (verbal praise/acknowledgement and Coins (STARRS), as well as delayed reinforcement (cashing in Coins/STARRS). In addition, various systems of rewards and incentives (including tangible rewards, rewards associated with preferred interests, PBIS big and small events, Wild Cat Club, game room, etc) are used and tailored to the specific needs and interests of the child. Staff meet to collaborate, remaining flexible and creative with regards to changing reinforcement systems to maintain motivation and interest.

#### 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.

When staff notices a student exhibiting difficulty, they utilize a variety of techniques to calm and provide support. Teachers may also direct students to take a chill. This will be an option before crisis behavior is displayed. Each classroom has a space designated for students to take a chill break. If a student wants to take a chill that is self-directed, they able to do so within the classroom (handbook documents the steps for each of these scenarios). If necessary a student may access the behavior support suite. Daily point sheets are completed for each student and this information is communicated with parent. Additional information is shared with parents at the discretion of administration.

#### 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.
When Behavior support is called, staff arrive to escort student in crisis to the support room if needed. Crisis management procedures are followed in accordance with COMAR. If threats to self or others are made, threat assessments will be completed by the appropriate mental health staff and administration is informed.

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<tr>
<th>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</th>
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<td>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.)</td>
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<td>White Oak has behavior support referral forms documenting ABC data for each crisis call made to behavior support. This information is collected and entered into a spread sheet, analyzed and used for ongoing support/data to FBA/BIPs, reinforcements, reinforcement schedules, etc. Staff regularly review this data during weekly consultation meetings with behavior support and other related staff.</td>
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Section 5: Miscellaneous Content/Components

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