



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

**Date Completed: 8/24/2022**

**School Year 2022-2023**

**School: Berkshire Elementary School**

<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>
<p>The school has identified a School Climate Team which is composed of an administrator. Grade level teachers, a special educator, a special area teacher, and a member of the student support services staff.</p> <p>Nicole Wrightson- AP          Allyson Jones- Resource          Amanda Brown- School Counselor          Nicholas Stengel- School Social Worker          Maria Amoruso- MTSS          Christie Wittman- Classroom Teacher          James Matamoros- Classroom Teacher          Lisa Steck- Classroom Teacher          Scott Nance – Special Educator          Malik Sollas – Community School Facilitator</p>
<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>
<p>At our school, the Kindergarten through Grade 5 2020-2021 September 30<sup>th</sup> enrollment indicates that we have 437 students, and our demographics are as follows: 20% Black/African American, 40% White, 29% Hispanic, 9% Two or More Races, 1% Asian. The proportion of students eligible for receipt of special services are as follows: 17% English Learner, 58% Free and Reduced Meals, and 10% Special Education. The overall enrollment count has remained stable since 2017-2018. During the same time period, the proportion of the Hispanic/Latino</p>

students and students who receive English Learner services has increased, while the proportion of White students has decreased. The Data Story analyses will focus on the student groups with populations that comprise at least 5% of the system level enrollment.

### ELA/Literacy MCAP

The percentage of students meeting or exceeding standards in ELA / Literacy on the (2018-2019) MCAP is 20.25%, an increase from the previous year. Data indicate a gap in the percentage of students meeting or exceeding the standards between the Hispanic/Latino student group(s) and their peers. Among special services, students receiving Free and Reduced Meals and Special Education services meet or exceed standards at lower rates than their peers not receiving the same services. Data indicate that there are persistent, and in some cases, increasing gaps in performance between the Hispanic/Latino, Free and Reduced Meals, and Special Education student groups and their peers, indicating inequities for college and career readiness.

### ELA/Literacy Achievement MAP

The 2021-2022 percentage of students performing at or above the 61<sup>st</sup> percentile on the winter ELA MAP was 23.24%, a decrease from the previous year. Data indicate that among special services, the Special Education student group is experiencing inequities of mastery of grade level standards.

### Mathematics MCAP

The percentage of students meeting or exceeding standards in Math on the (2018-2019) MCAP is 22.5%, a decrease from the previous year. Data indicate a gap in the percentage of students meeting or exceeding the standards between the Black/African American student group(s) and their peers. Among special services, students receiving Special Education services meet or exceed standards at lower rates than their peers not receiving the same services. Data indicate that there are persistent, and in some cases, increasing gaps in performance between the Black/African American student group and their peers, indicating inequities for college and career readiness.

### Math Achievement MAP

The 2021-2022 percentage of students performing at or above the 61<sup>st</sup> percentile on the winter Math MAP was 25.25%, similar to the previous year. Data indicate that among special services, the Special Education student group are experiencing inequities of mastery of grade level standards.

The intersection of achievement and climate data indicate that the following student groups are most underserved: Special Education, English Learners, and Black/African American.

## Data Analysis

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

### Attendance/Chronic Absenteeism

The 2021-2022 attendance rate was 89.5%; over a third of the students were chronically absent, a decrease from the previous year. This figure is even greater for the Black/African American and Multi-Racial student groups. Among special services, the chronic absenteeism rate for the students receiving special education services is 53.33. Among other special services, the rate for the FARMS student group is 48.8, and the rate for the English Learner student group is 34.86. For the Black/African American and Two or More Races student groups and students receiving Free and Reduced Meals and Special Education services, these gaps are persistent.

### Suspension

The 2021-2022 suspension rate was 1.83%, an increase from 2019-2020. For the 2021-2022 school year, all but one student suspension resulted in the loss of 10 instructional days. This loss of instructional time particularly affects student groups most often suspended.

### Stakeholder Survey

The 2021-2022 Stakeholder Survey domain values were 78.3 for Academic Aspirations, 67.8 for Belonging, and 74.4 for Student Support. These results indicate that student perception has declined for Academic Aspirations and Belonging and remained stable for Student Support since 2019-2020. In 2021-2022, approximately a third of students indicated that they were bullied, and less than half of students reported witnessing bullying. Students reported most frequently experiencing bullying in the classroom and witnessing bullying outside the classroom (cafeteria, gym, hallway, stairs).

The 2021-2022 Academic Aspirations domain results indicate the most favorable results for the White student group. In contrast, the Black/African American student group reported the highest as unfavorable among racial groups.

The 2021-2022 Belonging domain results indicate the most favorable results for the Two or More Races student group. In contrast, the White student group reported the highest as unfavorable among racial groups.

The 2021-2022 Student Support domain results indicate the most favorable results for the Two or More Races student group. In contrast, the Black/African American student group reported the highest as unfavorable among racial groups.

### Climate Goals

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

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

## 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.*

The school has a Code of Conduct that states:

- **Take responsibility**
- **Earn Respect**
- **Always be Prepared**
- **Make Safe Choices**

The Climate Team will work on developing what these expectations look like in various parts of the building so that students know what adults expect.

The Code of Conduct will be recited each morning on the morning announcements. During the first week of school, teachers will identify and discuss the desired behaviors in their class circles. While doing so, teachers will create an anchor chart with agreed upon classroom expectations and how they connect to the school Code of Conduct. This will be done in special area classes, too.

Specific settings within the school building: Restrooms, hallways, cafeteria, playground/recess, assemblies. Lesson plans will be taught for each of these areas during the first week of school. The lessons will use Stop & Think Language and posters.

## 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.*

What is the hallway routine?

- Walk on the right side of the hallway
- Walking through the hallway: As a class- Teacher and students
- Hallway lines are quiet to show respect for others learning throughout the building.
- Students will:
  - **Keep** eyes on the line leader.
  - **Walk** in the line and **keep** distance from the student in front of you.
  - **Keep** hands and feet by sides.
  - **Keep** voice quiet.
  - **Keep** feet quiet but moving.
- Teachers position themselves to see all students (middle of the line)
- Identified stopping points

- The emergency bag is with the class (class job)
- Teachers have their walkie
- A student is responsible for being the ‘line leader’ – Makes sure the line stops at identified points throughout the building to help keep the class together and safe.
- A student is responsible for being the ‘line ender’ – Makes sure all students have exited the classroom, turns off the lights, and closes the door.
- Walking through the hallway without my class. I...
- My teacher knows why I am leaving the classroom and where I am going.
- Walk on the right side of the hallway.
- I am peaceful in my words and my steps. I maintain a quiet voice and walk safely.
- I go directly to where I am supposed to go without making extra stops.
- If I see a friend, I quietly say ‘hi’ and continue walking to my location.

What is the bathroom routine?

- **Go** into the bathroom silently.
- **Take** your turn.
- **Flush** when done.
- **Wash** hands- one person at the sink at a time.
- **Dry** hands with one paper towel and **put** in the wastebasket.
- **Walk** out and **get** into line.

What are the arrival and dismissal routines?

- Arrival
- Staff members report to duty at 8:30 a.m.
- Doors open at 8:30 a.m.
- PreK students will enter through the front doors.
- K students may enter through the front doors or rear walker doors.
- Students who are CAR RIDERS will exit their cars in the drop off loop and be directed into the front doors of the building between 8:30-8:45.
- Walkers should wait in line until the building doors open at 8:30.
- Cones labeled with grade levels will be in the front of the school for students to line up behind.
- Bus riders will be dropped off in the bus loop and walk in through the front entry doors.
- Dismissal
- WALKERS in PreK-K will exit through the classroom door on the back side of the building.
- WALKERS in 1<sup>st</sup>-3<sup>rd</sup> will exit through the rear walker doors of the building.
- WALKERS in 4<sup>th</sup>-5<sup>th</sup> will exit through the main entrance, unless they have a sibling and they will exit through the rear walker door to meet their sibling.
- Car riders will be assigned numbers and parents will receive a corresponding placard for their car. Parents will wait in their cars in the pick-up loop for their child to be escorted to the car.

- Dismissal information is printed and accessible in the classroom so that any staff member can dismiss a class.

What are routines for the cafeteria?

- Teachers will be on time dropping off students and picking students up.
- Teachers will line students up by their lunch choice (packers, snackers, buyers)
- When getting food in the cafeteria students will follow these steps:
  - **Show** good line behavior.
  - **Get** tray and utensils.
  - **Keep** your hands to yourself.
  - **Use** an inside voice.
  - **Take** your food when it is offered.
  - **Say**, “Thank you.”
- Students will raise their hand if they need something. They will remain in their seats until an adult tells them they can get up.
- At the end of the lunch period, students will look around for any trash on the tables or floor and throw it away before they line up.
- Cafeteria aides will call students by table to line up quietly at the door.
- Students will follow appropriate line procedures while they wait for their teacher and as they exit the cafeteria.

### **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.*

The schoolwide expectations (Code of Conduct) will be shared with families. It will be described and explained in the school newsletter and teachers will reference the Code of Conduct and the schoolwide and classroom expectations in their Back-To-School Night presentation. The school Code of Conduct will also be placed on our school website. The School Climate Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the school wide expectations during the year.

How will we get input from families?

- Parent representation at SPP summer planning session
- Community Supply Fair during pre-service week
- Stakeholder survey

How will we get input from students?

- Student climate survey (beginning of year and end of year)
- Student Handbook assembly
- Stakeholder Survey

### **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.*

See attached document

## 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 Space
- Morning greetings
- Morning meetings: Unite, disengage stress, connect, commit
- Wish You Well
- Safe Keeper Box
- SEL Signature Practices into each lesson: Welcoming ritual, engaging practices, optimistic closure
- Brain states (use of language with students)

### Restorative Practices

- Restorative circles to repair harm and strengthen relationships
- Use of affective statements when redirecting student behavior and acknowledging positive behaviors
- Using the restorative questions for a **challenging behavior**:
  - o What happened?
  - o What were you thinking of at the time?
  - o What have you thought about since?
  - o Who has been affected by what you have done? In what way?
  - o What do you think you need to do to make things right?
- Using the restorative questions for **when one is harmed by another's actions**:
  - o What did you think when you realized what happened?
  - o What impact has this incident had on you and others?
  - o What has been the hardest thing for you?
  - o What do you think ends to happen to make things right?

Virtues- one per month- videos, PPT slides, and discussion prompts will be provided for use during morning meetings. Virtues will coincide with Stop & Think Social Skills lessons through February

### Virtues Schedule:

- September: Responsibility
- October: Kindness

- November: Self-Discipline
- December: Respect
- January: Integrity
- February: Flexibility
- March: Perseverance
- April: Patience
- May: Determination
- June: Confidence

Stop & Think Social Skills Lessons Monthly:

- September: Listening & Following Directions
- October: Dealing with Teasing/Ignoring
- November: Dealing with Anger
- December: Asking for Help
- January: Accepting Consequences
- February: How to Interrupt

Partnerships with outside mental health agencies:

- Key Point

Monthly lessons by the school counselor.

SEL signature practices lessons by MTSS teacher.

### **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.*

Schoolwide (see details above):

- Conscious Discipline
- Virtues language
- Restorative practices

School Counselor- BCPS School Counseling curriculum

### **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.)*

Schoolwide overview of Stop & Think plans and practices, review of conscious discipline and restorative practices.

Implicit Bias PD

Book Study “Culturally Responsive Teaching and the Brain”

## **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 are encouraged to positively reinforce the students for expected behavior. Teachers can use their own discretion as what methods they want to use (praise and/or concrete positive reinforcement)

### **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.*

The school has defined unexpected behaviors and clear procedures have been developed as to what behaviors are classroom managed and what behaviors should be office managed. A **flowchart** has been developed to detail expectations. Referral forms have been developed and distributed to the staff.

### **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.*

The school has identified members of the Behavior Threat Assessment Team and these staff members are encouraged to meet on a regular basis to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. There are designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified.

Behavior Threat Assessment Team:  
Nicole Wrightson, Assistant Principal  
Nick Stengel, School Social Worker  
Maria Amoruso, MTSS Teacher

Amanda Brown, School Counselor

**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.)*

The school climate team reviews data periodically. There is not a specific method developed at this time for efficient data review. The school climate team will work this year to improve this component.

**Section 5: Miscellaneous Content/Components**

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