**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. The team should then meet monthly (minimum quarterly) to assess the effectiveness of the SPBP on an ongoing basis.

**Scholar Support Team:** Rachel Ellenberg, Julia Hayman-Hamilton, Allison Janney, Eric Brown, Jessica Whorton, Elisa Scherr, Erin Sanchez, Novella Ables, Tammi Coit

**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)

**Countywide:** African American students are disproportionally identified for special education services within the intellectual disability category and emotional disability category, suspension rates for African American students are also disproportionate.

**Schoolwide:** At our school, the Kindergarten through Grade 5 2019-2020 September 30th enrollment indicates that we have 341 students and our demographics are as follows: 87.6% Black/African American, 2.2% White, 7% Hispanic, 2% Two or More Races, 83% Asian. The proportion of students eligible for receipt of special services are as follows: 5% English Learner, 72% Free and Reduced Meals, and 14% Special Education.

Attendance/Chronic Absenteeism: The 2018-2019 attendance rate was 94.85%; nearly fifteen percent students were chronically absent, an increase from the previous year. This figure is even greater for the Hispanic/Latino, Two or More Races, and White student group(s). Among special services, the chronic absenteeism rate for the students receiving special education services is 33.82. Among other special services, the rate for the FARMS student group is 21.9, and the rate for the English Learner student group is 28.57. For the Hispanic/Latino, Two or More Races, and White student group(s) and students receiving English Learner, Free and Reduced Meals, and Special Education services, these gaps are persistent.

Suspension: The 2018-2019 suspension rate was 2.9%, similar to 2017-2018. According to MSDE’s disproportionate discipline data, Black/African American students were suspended at approximately 2.5 times the rate of their peers. Students receiving special education services were suspended at 5.5 times the rate of their peers. For the 2018-2019 school year, all student group suspensions resulted in the loss of 82 instructional days. This loss of instructional time particularly affects student groups most often suspended.

**Stakeholder Survey:** 2018-2019 Stakeholder Survey domain values were 78.7 for Academic Aspirations, 62.8 for Belonging, and 76.3 for Student Support. These results indicate that student perception has declined for Academic Aspirations and Belonging and remained stable for Student Support since 2017-2018. In 2018-2019, approximately a third of students indicated that they were bullied, and approximately three out of every five students reported witnessing bullying. Students reported most frequently experiencing bullying in the classroom and witnessing bullying in the classroom. Across all domains and measures, where there are data
for the non-binary student group, their perception of climate, specifically Belonging, are notably unfavorable than their peers.

2019-2020 Stakeholder Survey domain values were 92.6 for Academic Aspirations, 82.3 for Belonging, and 86.7 for Student Support. These results indicate that student perception has increased in all areas.

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

There is disproportionality within student groups for attendance and suspensions. Attendance gaps are most persistent for Black/African American student groups and students receiving Free and Reduced and Special Education services. Black/African American students were suspended at approximately 2 times the rate of their peers. For the 2018-2019 school year, all student suspensions resulted in the loss of 2 instructional days. This loss of instructional time particularly affects student groups most often suspended.

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

- maintain increased sense of belonging
- improve attendance for chronically absent 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.

CLETS Code of Conduct:
- WISE
- Safe School Campaign

Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures

- WISE School Expectations
- Teachers will introduce and revisit at the beginning of the school year and after long breaks.
- WISE visuals will be provided for student desks.

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.

- Website
- Trifold/brochure
- Back to school night
- Hard copies available in the lobby
- Monthly community newsletter
- Advisory lunch bunches
- Input from PTA

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-Universal**- Virtues, Conscious Discipline, Community Circles, Calming Corner with required elements, SEL 3 Signature Practices, Guidance Lessons/Bullying Prevention, Schoolwide Incentive

**Tier 2-Targeted**- Groups targeting social skills, anger and friendships, School-based mental health services, mentoring, SST, Mental Health Community Partnerships-Mainstreet & Thrive, Scholar Support

**Tier 3-Intensive**- 504s/IEP/BIPs, Check In/Check Out, FBA, Mental Health Community Partnerships-Mainstreet & Thrive, Scholar Support

Social-Emotional Learning

Identify the specific evidence-based social-emotional learning skill development practices the school will implement during the school year. Determine the need for any training the staff members may require. Consider the importance of trauma-informed care, mental health awareness, students’ coping skills, etc. How will the social-emotional learning and the SEL competencies be integrated into the school’s programming?

- Family Night yoga practice
- Pure Edge curriculum during wise rise and in classrooms
- Restorative practices
- Zones of Regulation

Character Education

The school will infuse specific evidence-based character education learning to promote positive behavior and ethical decision-making. Character education will be culturally responsive and co-created with diverse stakeholders.

- Monthly virtues
- School counselor classroom lessons

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. 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)

- Intro to school wide behavior plan
- Training from Conscious Discipline and Restorative Practices
- Training based on staff needs – data collected from Google form preferences
- Training from our book study – Culturally Responsive Teaching and the Brain
- Quarterly input from staff on desired learning
- Various SEL trainings from Scholar Support Team and Care Team
- Differentiated teacher support from the Care Team

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 positives 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.

- **WISE Awards**-awarded on Fridays during WISE Rise to acknowledge students demonstrating school values
- **Friday Celebration**-All students are included in a fun choice activity. Students who have not demonstrated WISE behaviors will first have a restorative circle before joining in the celebration.
- **Hoot Loot**-Students will receive Hoot Loot for positive behaviors. They will be able to redeem the Hoot Loot for school store goods and for special 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 administration-led interventions. Consider how unsafe behaviors will be addressed.

- Link Decision Tree
- Link Office Referral Form

### 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.

- CARE Team meets bi-weekly to host BTAT meetings.
- Scholar Support Team provides de-escalation to students when teacher requested for unsafe behaviors or behaviors that interfere with learning.

### 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/behavior/difficulties. (Information from School Progress Plan)

- Scholar Support Team members will complete a Scholar Support Form after providing support to document the following for analysis:
  - ABC Data
  - Frequency/Duration
  - Intervention Provided
  - Follow Up/Effectiveness of Intervention Provided
- Progress Monitoring Quarterly—Scholar Support Team

### Miscellaneous Content/Components