



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



Date Completed: 8/2/2022

School Year 2022-2023

School: Fifth District Elementary

Section 1: Initial Steps
School Climate Team
<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>
Kristine Brugge, Assistant Principal Emily Park, School Counselor Molly Clark, General Educator/Teacher Representative
Equity Lens
<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>
Based on student perception data: FD Student Perception: Most students at my school try to work out their disagreements with other students by talking to them. 15.7% of students disagree with this statement. Semester 2: 2022: Office Referrals increased during semester 2. 10 total bus referrals and 35 total office referrals. 80% of office referrals are received from student who receive special education services.
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
Action Step(s): More consistent implementation of Conscious Discipline: target specific environments: bus, cafeteria, and hallway/restroom. <u>Increase conflict resolution and empathy skills</u> : counseling lessons, explore peer mediation program

Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
<p>We believe instruction must be relevant to our students' cultures, interests, perspectives and lived experiences.</p> <ol style="list-style-type: none"> 1. Teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity. 2. Classroom routines and expectations promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring.
Section 2: Developing and Teaching Expectations
Expectations Defined
<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>
At Fifth District, Dynamite Dragons R.O.A.R: We are committed to being Respectful, Orderly, Accountable, and Resilient. See attached documents.
Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures
<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>
At Fifth District, Dynamite Dragons R.O.A.R: We are committed to being Respectful, Orderly, Accountable, and Resilient. See attached documents. PD to be delivered during TWB. Resources provided prior to student return.
Family/Community Engagement
<i>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.</i>
Back-to-School night presentations, monthly school newsletters, teacher newsletters, school website.
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.

Implementation of Conscience Discipline, Peer Mediation Program, Zones of Regulation, Classroom Guidance Lessons

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.

Conscience Discipline: conflict resolution, problem-solving, making choices, positive intent, building a school family/community, composure, managing emotions, logical consequences.

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.

Classroom Guidance Lessons (all grade levels, developmentally appropriate):
 Topic- Bullying/Resilience/Acceptance & Tolerance - Decrease bullying and demonstrate empathy.
 Topic- Relationship Skills – Create positive relationships with other students and demonstrate effective coping skills.
 Topic- Character/Active Listening/Self-Regulation/Empathy/Growth Mindset/Reputations- Foster school success and academic performance; use effective oral and written communication skills and listening skills.
 Topic- Celebrating Differences- Demonstrate empathy and celebrate others’ differences.
 Topic- Coping Skills/Assertiveness- Foster school success and academic performance and demonstrate self-discipline and self-control.

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.)

Aug-Sept	<p>Teacher Week Back: Review of Positive Behavior School Plan</p> <ul style="list-style-type: none"> • Staff Development on the purpose of a PBSP and alignment with Fifth District Commitments and SPP. • Review of behavior matrix: classroom managed vs. office managed behavior-review of walkie use in the schoolhouse.
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	<ul style="list-style-type: none"> • Review of R.O.A.R language, routines, and commitments across locations in the schoolhouse; hallway, bathroom, café, bus, etc. • Distribution of resources to teachers: posters, think sheets, stickers, office communications, R.O.A.R awards, virtues, time machine table-top, etc. <p>Sept: Conscience Discipline Chapter 10: Time Machine PD</p> <ul style="list-style-type: none"> • How does the Time Machine relate to conscious discipline and peer mediation? • Walk throughs: tabletop time machines; language and routines
Oct	<p>Safety: Conscious Discipline Chapter 4; Composure</p> <ul style="list-style-type: none"> • Breathing strategies, language, recognizing triggers • Discussion related to virtues of the month <p>Brain Break Resources: Alternatives (drawing, yoga, etc.)</p>
Nov	<p>Connection: Conscious Discipline Chapter 7; Choices</p> <ul style="list-style-type: none"> • Safe Space: what does it look like? • Identify two positive choices: language shift: two step commands • Rituals
Dec	<ul style="list-style-type: none"> • Staff Self-Care: Chapter 4: Conscience Discipline share out • Chapter 4: Composure- How are you taking care of yourself before others? • Staff will engage in self-care activities: journaling, yoga, painting, bubbles
Jan	<p>Problem Solving: Conscious Discipline Chapter 10: Consequences</p> <p>--Class Meetings, Think Sheets, Mistakes are opportunities to learn</p> <ul style="list-style-type: none"> • Activities to apply logical consequences <p>--Time-Machine check-in</p>

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.

Weekly “R.O.A.R” shout out acknowledgements on the morning/afternoon announcements from a member of the safe and supportive team or admin team. “ROAR” acknowledgments hung on the recognition bulletin board to celebrate.
 Bus: acknowledgement of “ROAR” behaviors on the bus announced weekly
 Café: celebration bulletin board outside the cafeteria for acknowledge of “R.O.A.R” behaviors in the cafeteria.

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.

Teacher-Managed Behaviors: actively supporting individual student behavior plans, actively ensuring student accommodations or behavioral needs are being utilized (wiggly seats, fidgets, access to breaks, providing frequent and interval praise for meeting expected behaviors, teacher intervention for student disagreements, direct teacher conference for use of unkind words, teacher response to unsafe playground usage or inappropriate bathroom behaviors, bus conflict to use as a teachable moment, cafeteria conflict to use as teachable moment

Behavior Referred to Resource Staff (counselor): Danger to self and others, Bullying, repetitive peer-conflict with identified students, threats, unsafe behavior that require a movement break, unsafe behavior that requires direct access to counseling, eloping behavior, bus conflict, cafeteria conflict.

Behaviors Referred to Administration: Danger to self and others, Physical Altercation, Bullying, Threats, Eloping behavior, Bus Conflict, Sexual Misconduct

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.

*See attached behavior flow chart

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.)

- Analysis of student reflection sheets
- Analysis of Office Referral Log
- Analysis of Bus Referrals
- Analysis of Peer Mediation Forms
- Walk-through notes taken quarterly

Section 5: Miscellaneous Content/Components

Fifth District Quarterly Awards Assembly: Recognition for individual students and classes of students displaying character traits in R.O.A. R