## 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.

The school has identified a School Climate/Equity Team which is composed of administrators, grade level teachers, a special educator, special area teachers, and a member of the student support services staff (school counselor). The teachers represent the diversity of our school. The team will meet monthly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.

*Robyn Evans, *Mandy Howerter, Jackie Rivers, Sarah Stevens, Sandy Boyle, Juli Brier, Sarah Hashimoto, Laura Keeney, Brian Doak, Dana Gregory, Tim DeHart, Angela McNelly (*Denotes Chairperson)

### 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)*

#### 2019-2020 Data Story:

**Underserved Student Groups/Inequities**

A student group that is underserved is defined as evidencing negative outcomes across at least half of the measures.

The intersection of achievement and climate data indicate that the following student groups are most underserved: Free and Reduced Meals, Special Education

#### 2020-2021 Stakeholder Survey:

Small Group Data (16 students from combined race/ethnicity groups) indicate 6.2% very unfavorable+unfavorable related to Academic Aspirations; 0% very unfavorable+unfavorable related to Belonging (all student groups showed a significant
increase in favorable responses to Belonging), and 0% very unfavorable+unfavorable related to Student Support (all student groups showed a significant increase in favorable responses to Student Support).

Data Analysis

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

Trend data shows Two or More Races and Black/African American student groups reported the highest as unfavorable among racial groups.

The 2020-2021 Stakeholder Survey results showed that 83.6% of students agree/strongly agree that they can be themselves when at school. 79.2% of students feel agree/strongly agree that most students stop and think before doing something when they are angry. 20.1% agree/strongly agree that they were bullied at this school and 25.5% agree/strongly agree that they witnessed bullying at this school.

Climate Goals

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

Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students.

Teachers will identify and implement appropriate scaffolds for instruction to promote student independence and to ensure students receiving special education services can access grade level content.

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.

Code of Conduct:

The school has a (new) Code of Conduct that states: I will take care of myself, I will take care of others, I will take care of our school. The School Climate Team and grade level teams will work on developing what these expectations look like in various parts of the building so that students know what adults expect.

Communication of Code of Conduct:
- Shared with families at the beginning of the year with HOUSE explanation flyer
- Recited daily by students
- Reinforced with HOUSE tickets/points and HOUSE Behavior Reflection sheets

Schoolwide Expectations:
- Back to School student explanation with HOUSE program (“Boot Camp”)
- Back to School explanation to parents by grade level
- Signs posted in hallways, classrooms, cafeteria, by exits (for recess)
- Hand motions for non-verbal cues that match Code of Conduct

### 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.*

Teachers will be provided time and guidance during Teacher Orientation Week to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to consider their behavioral expectations for the components of their instruction such as group instruction, small group instruction, independent learning, etc. [Grade level teams will create a matrix for classroom expectations during Pre-Service Week.] They will be encouraged to develop these expectations, routines, and procedures with students, teach them moving forward, and to have visual representations of them. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. Examples of reinforcers will be provided and teachers will be encouraged to develop their menu of reinforcers. [HOUSE ticket trade-in and HOUSE Day celebration] Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their corrective procedures should students need more guidance. Resource materials (Conscious Discipline, Restorative Practices, Trauma-Informed Instruction, Behavior/Referral Flowchart, etc.) will be provided for teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the classroom.

- Back to School HOUSE “Boot Camp” teaches/explains NEW Code of Conduct
- Class Meetings/Optimistic Closures that incorporate discussion and goals related to the Code of Conduct
- Back to School Conscious Discipline Lessons and yearlong implementation
- Monthly HOUSE Virtue Days/Lessons
- **Encouraging Procedures:** HOUSE tickets (individual)/points (group)
- **Corrective Procedures:** HOUSE Behavior Reflection sheets (Restorative Practices)

### 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. [For example, HOUSE family flyer (explanation of code of conduct, HOUSE program, monthly virtues, points, reflection form, etc.), back to school grade level information, back to school letter] 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 information. The School Code of Conduct will also be placed on our school website with information about our
Schoolwide Positive Behavior Plan. The School Climate Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during the school year.

**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.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOUSE points, HOUSE Days</td>
<td>Individualized plans for HOUSE tickets &amp; trade in</td>
<td>Individualized plans for HOUSE tickets &amp; trade in</td>
</tr>
<tr>
<td>Individual HOUSE tickets &amp; trade in</td>
<td>Reflection Forms</td>
<td>Reflection Forms/Office Referrals</td>
</tr>
<tr>
<td>Counseling classroom lessons</td>
<td>- Based on Needs of Student: special job, check-in/check-out, lunch bunch, mentor, behavior chart/regular communication with home, peer/reading/older buddy, sharing interest with class, Zones of Regulation, individual or small group counseling, etc.</td>
<td>- Crisis Response Plan: teachers follow “Non-Verbal Cue”, “Download the Calm”, Verbal Warning/Reminder, Restorative Practice, Call on walkie for support (Sarah, Tim, or Angela covers class while teacher works with student), Follow-up/Debriefing</td>
</tr>
</tbody>
</table>

**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.

At Tier 1, the staff have been trained in the use of Community Circles/Class Meetings to encourage relationship building and the administration encourages and supports all teachers to use Community Circles. The staff have been trained in the use of the SEL 3 Signature Practices to foster supportive environments and build SEL skills and the administration encourages and supports all teachers to use the SEL 3 Signature Practices. The school is also committed to Conscious Discipline at all grade levels. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced as well as Behavior Specific Praise. At Tier 2 the school counselor, school social worker, and/or school psychologist provide small group counseling. At Tier 3, there are designated groups that are using the Zones of Regulation and other Tier 3 interventions. The school is considering the use of CBITS (Cognitive Behavioral Intervention for Trauma in Schools). The school staff have been
encouraged to complete *the Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults.*

- Virtues = SEL competencies; Monthly focus and Code of Conduct integrated with HOUSE Day
- Conscious Discipline Lessons
- Trauma-Informed/Brain-Based SEL professional learning for staff

### 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.

The school has been implementing and will continue to implement the Virtues Project. The school counselor takes the lead and with her subcommittee (HOUSE Committee). There are virtues identified for each month. Student voice is encouraged in the selection of the virtues to be discussed. Lessons are provided to the teachers, announcements are made, and there are follow up activities. Additionally, there are other activities during the year that support Character Education. The school celebrates with instructional activities like: “Kindness Campaign”, Bullying Prevention Week, and World Gratitude Day.

- Virtues = SEL competencies; Monthly focus and Code of Conduct integrated with
- HOUSE Day
- Counseling Curriculum/Lessons
- Conscious Discipline 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, 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.)*

- Develop SPBP with SPP Summer Team
- Share SPBP with entire staff during pre-service week
- Climate/Equity Committee reviews SPBP monthly
- SPP PD Plan: Conscious Discipline: Trauma-Informed Instruction, Brain-Based Research, Restorative Practices, SEL 3 Signature Practices

### 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 be trained and/or provided a booster session on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. The School Climate Team will develop a system of acknowledgements that can be used schoolwide and/or grade level specific and will encourage grade levels teachers to work together to reinforce the system. The School Climate Team will develop a variety of ways to positively reinforce students for demonstrating expected behavior (e.g., Behavior Specific Praise, positive note home, tickets with a menu of reinforcers, Student of the Month, etc.). Student voice was obtained in developing reinforcers that are meaningful to them.
- Students are rewarded with HOUSE tickets by exhibiting the Code of Conduct and/or Virtue of the Month
- Students trade in individual tickets monthly
- Monthly HOUSE leader board (trophy, recognition, etc)
- Kindness Campaign by School Counselor recognizes acts of kindness

**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 (or problematic) behaviors and clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed. A flowchart has been developed to detail the expectations. The flowchart and referral forms (HOUSE Reflection Form) have been developed and distributed to the staff. Teachers have been given additional resources and information to assist them in expanding their classroom management tools. The school staff have been trained in Trauma-Informed Practices and Restorative Practices and are encouraged to use these strategies when faced with unexpected behavior in the classrooms. Trauma-Informed Practices and Restorative Practices will be part of Teacher Pre-Service Week PD and throughout the year as outlined in the SPP PD Plan.

**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 (BTAT) 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. The BTAT meets monthly (as needed) and has ongoing communication with administration. The BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress.

**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 at scheduled meetings. The team tries to review the data with a lens of equity but realizes this process can be improved and will work to do this more effectively this year. The team also discusses how well the interventions and practices are implemented.

### Section 5: Miscellaneous Content/Components

n/a