Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 7/29/2021               School Year 2021-2022
School: Harford Hills Elementary

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.

Kristin Bull
Kelsie Singleton
Beth Anne McNulty
Julie Posner
Alex Lugeneel
Shawn McNulty
Sonya Swift
Jodi Mori
Mara Egorin-Williams

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)

According to MSDE’s disproportionate discipline data, Black students were suspended at approximately 3 times the rate of their peers (Black 3.28, White 0.58, Hispanic 6.90). Students receiving special education services were suspended at 2.2 times the rate of their peers. There were 9 suspensions involving 7 students.

According to the Stakeholder Survey, the Black (18.4%, 9 students) student group reported the most unfavorable feelings among racial groups when looking at the Belonging index.

Data Analysis

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

Significant disproportionality is noted for Black students when looking at suspensions and sense of belonging compared to other student groups. Special education students are also being
suspended at a disproportionate rate compared to other student groups. When analyzing school climate, the specific needs of these subgroups should be at the forefront.

**Climate Goals**

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

*We believe instruction must be relevant to our students’ cultures, interests, perspectives and lived experiences.*
Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.
Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic 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.*

The school has a school promise that states: We are peaceful with our words and actions, we are responsible for one another and ourselves, we are respectful of people and things, we are enthusiastic and always work with excellence.
The school has developed a visual representation (Expectation Posters) of what the schoolwide expectations look like in the various parts of the school building. They will be hung around the school. Expectations will be explicitly taught on the first day of school and revisited during class meetings as needed. They can also be found in the Harford Hills School-Wide Behavior Plan Schoology group. All teachers will reference this language and teach the schoolwide expectations to its students. This information will be shared with parents in the Family Handbook.

**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 Preservice 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 whole group instruction, small group instruction, independent learning, etc. They will be encouraged to teach these expectations, routines, and procedures from the first day of school and to have visual representations of
them. Teachers will recognize and reinforce expected behavior through behavior specific praise and physical reinforcers. Immediate reinforcers (MVP tickets) will be provided, and teachers will be required to develop their menu of delayed reinforcers (monthly incentives). Schoolwide quarterly incentives and cafeteria incentives will be incorporated. Additionally, teachers will be encouraged to use the language from the expectations poster and school promise for encouraging expected behavior as well as to develop their corrective procedures should students need more guidance. Resource materials will be provided for teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the classroom.

**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 (School Promise) will be shared with families. It will be described and explained in the school newsletter and teachers will reference the School Promise and the schoolwide and classroom expectations as well as the Schoolwide Incentive Program in their Back-to-School Night presentation. The School Promise will also be placed on our school website. Students will be surveyed quarterly, and parent input will be gathered at PTA meetings.

**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.

The school has not completed the Resource Mapping yet, but the School Climate Team will be doing that this year to assess what is in place and what might be needed to support our students.

**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, many of the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. All teachers use Class Meetings to encourage relationship building. The school is 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. While the school does have small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist, the school is adopting the evidence-based Zones of Regulation with tier 2 and tier 3 students.
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 there are virtues identified for each month. Resources are provided to the teachers, announcements are made, and there are follow up activities. Wednesday Class Meetings will be devoted to the virtue. Additionally, there are other activities during the year that support Character Education. The school celebrates with instructional activities such as Random Acts of Kindness Week and Bullying Prevention Week.

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.)

<table>
<thead>
<tr>
<th>Aug-Sept</th>
<th>SPP unpacked to include rationale for selection of Action Steps</th>
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<tbody>
<tr>
<td></td>
<td>PD around new Positive Schoolwide Behavior Plan</td>
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<tr>
<td>Sept</td>
<td>PD: MTSS Structure, Tier 1 Conscious Discipline Review and Reflection</td>
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<td>Oct</td>
<td>PD: Tier 2 - Zones of Regulation</td>
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<td></td>
<td>Climate Committee check-in to collect staff feedback on Schoolwide Behavior Plan</td>
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<td>Nov/Dec</td>
<td>Analyze student survey data, staff feedback and make changes to Schoolwide Behavior Plan as needed</td>
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<tr>
<td>Jan</td>
<td>Check-ins to monitor progress with new schoolwide behavior plan</td>
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<td>Analyze behavioral data including referrals and parent contacts</td>
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<td>Sept-Jan</td>
<td>Encourage staff to attend 2 day Beyond Diversity training</td>
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<td>Oct</td>
<td>PD 1: Courageous Conversations, Compass, Agreements</td>
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<tr>
<td>Nov/Dec</td>
<td>Administer first quarter climate survey to students</td>
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<td>Check-in to monitor success/struggles with PD 1 topics</td>
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<tr>
<td>Jan</td>
<td>PD 2: Equity topic to be determined after staff check-in</td>
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<td>Administer second quarter climate survey to students</td>
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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 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 level 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 monthly and quarterly reinforceers, Hall of Fame, etc.). Student voice will be obtained in developing reinforcers that are meaningful to them.

**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.

Teachers are encouraged to manage their classrooms and follow up with students and parents as needed. Students who present with safety concerns may be referred to the office and the teacher will follow the protocol set by the administrators. The School Climate Team will work throughout the year to gather teacher input and develop a visual to detail the expectations. Referral forms 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.

**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. The BTAT meets monthly 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. The school has developed a plan that could be implemented should a serious situation occur and the students need to vacate a classroom due to a specific student’s extreme behavior.

**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. Staff will complete office referrals for major offenses and referrals will be
A schoolwide Parent Contact Log will be maintained electronically. Staff will document all parent communication regarding behaviors.

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