Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 8/13/2021
School Year 2021-2022
School: Padonia International ES

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.

Kiersten Vokes (3rd Grade Teacher), Kim Brackeen (Social Emotional Learning Teacher), and the School Climate Team – to be selected in late August to include an administrator, classroom teachers from various grade levels, a special educator and a member of student support services.

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)

Stakeholder survey 2019-2020:
Bullying:
- I was bullied (BCPS = 33%, Padonia = 42%)
- I have witnessed bullying (BCPS = 49%, Padonia = 51%)
- Students stop before acting = 50%
- Treat people with respect = 73%
- Bullied outside of class (largest %) = 18%

2020-2021 informal and formal observation data demonstrates a need for expanded professional development for all staff on Restorative Practices and Conscious Discipline

Data Analysis
Summarize what the data tell about the school climate. (Information from School Data Story)
Students need to feel that they have a safe, welcoming and supportive classroom environment which values inclusivity and diversity. Teachers need continued and expanded professional development to support direct instruction for social emotional strategies into all content areas.

### Climate Goals

*Identify the school’s goals in improving the social-emotional climate of the building.*

(Information from School Progress Plan)

1. Teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity. In order to do so, the teachers and staff at Padonia will expand **Restorative Practices and Conscious Discipline** support and instruction for staff (via PD) and students (via assemblies, direct instruction and daily implementation).
2. Teachers explicitly teach and model **social emotional learning skills** and strategies and integrate them into academic content.
3. Padonia will create and implement a committee that will meet monthly (or more) to review implementation of both RP and CD. This committee will support PD opportunities, and collaborate with both BCPS Office of School Climate as well as outside vendors (if applicable).
4. Students will receive direct instruction for RP and CD by committee members and/or school based teacher(s).
5. **School counselor** will provide monthly instruction for all classrooms with a heightened focus on bullying prevention techniques.

### 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.*

- We are responsible.
- We are respectful.
- We are safe.

Expectations will be shared in classroom rules and at Behavior Handbook meetings. The code of conduct is also stated on the morning announcements.

#### 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. 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 be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. 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 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.*

Families will be provided with an opportunity to provide input on the SPP including the Schoolwide Positive Behavior Plan and expectations during the annual meeting/Back to School Night. Families will be invited to committee meetings once per semester to review school progress and plans.

**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 - Restorative Practices and Conscious Discipline included in all content, class circles, regular review of the code of conduct, and teaching and reinforcing expectations/procedures/routines.

Tier 2 - Restorative Justice Circles, behavior charts, one on one conferences, Check In Check Out, small group counseling, SST referral, behavioral consultation by psychologist/social worker/counselors/etc

Tier 3 - FBA/BIP, social work counseling, community mental health partners, case management, IEP referrals and review

**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 our teachers use Conscious Discipline and Restorative Practices to foster supportive environments and build SEL skills. Teachers use Classroom Circles 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. Small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist, as well as outside mental health agencies.

**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.*

Padonia International has been implementing and will continue to implement Conscious Discipline and Restorative Practices including meetings and restorative circles. Guidance counselors also provide character education lessons to classes and small group support as needed.

**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.)*

- Teachers will receive professional learning in August and September focused on Cultural Proficiency and Equity – initial training emphasizing self-analysis + personal bias, student-lived experiences and trauma.
- Additional professional learning will also be focused on Conscious Discipline, Restorative Practices (Including safe space and student jobs)
- Ongoing professional learning and feedback will be provided during grade level meetings and informal walkthroughs to continue to support teachers.

**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 on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations during the August/September training on Conscious Discipline and Restorative Practices. Teachers will work with their grade level team to develop reinforcement systems (praise and/or concrete positive reinforcers) and discuss how they will be used. Teachers will be supported during grade level meetings and through individual support as need with examples and options for reinforcement programs.
### 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 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 [insert link to school’s flowchart]. A Teacher Request Referral Form has been developed and will be distributed via email 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 Restorative Practices and are encouraged to use these strategies when faced with unexpected behavior in the classrooms.

### 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. The school has developed a good working relationship with their Safety Manager. Additionally, the school and the School Resource Officer (SRO) have clear understandings about the roles each play.

### 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 Committee reviews data during committee meetings. The team will be focused on using an equity lens when reviewing the data and culturally responsive strategies. The team also discusses how well the interventions and practices are implemented and provides recommendations and next steps for staff as needed through ongoing professional learning.

### Section 5: Miscellaneous Content/Components

NA