



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 7/30/2021

School Year 2021-2022

School: Sussex 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>
Tom Bowser, Molly Bissell, Sharon Childs, Wendy Lafferman, Jessica Kirk, Annette Pizzini, Sharon Kagarise, Shannon Wittman, Dr. Payne, Barber Parker, Sara Schlenoff
Team Leader: Sharon Childs
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>
Data shows that Black/African American students are suspended at rates higher than their non-Black/African American peers. The suspension rate gap for two or more races students at Sussex Elementary is greater and has widened over time, indicating a negative trend. Students eligible for FARMS are suspended at higher rates than their non-FARMS peers. The gap has narrowed over time indicating a positive trend. But it should be noted that students eligible for Special education services suspension rate for 2019-2020 was 9.59% highest of all students' groups. MU - 8.51%, White - 2.22% and Black – 5.11%. Students eligible for Special Education services are suspended at rates higher than their non-Special Education peers. This gap has widened over time, indicating a negative trend.
The students' groups based on Enrollment include the following: AM - 0.65 AS – 1.08 BL – 31.02 HI – 17.57 MU – 10.41

PI - 0.43
WH – 38.83
FARMS – 78.96
SE – 17.14
EL – 8.89

Data Analysis

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

An informal student survey about belonging was completed by hybrid students in grades 3, 4, and 5. The results showed students agreed or strongly agreed to the following statements:

- I feel like I can be myself when I am at school. 81.3%
- I feel safe at my school. 96.3%
- I feel welcome at my school. 93.8%
- Most students are accepting of others at my school. 85.0%
- Most students in my school try to work out their disagreements with other students by talking to them. 73.8%
- Students at my school treat me with respect. 97.5%

* Based on the Student Climate Survey Feedback, the results showed 88% of our grades 3-5 students responded.

- 66% of students felt a sense of belonging.
- 74% of students were not chronically absent.

* Based on the Parent Survey Feedback, the results showed only 3 parents responded.

* Based on the BCPS Stakeholders Survey, the results showed

- 84% of the staff feels safe

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Climate Goals

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

Key Action 1/Safe and Supportive: Classroom routines and expectations promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring.

Key Action/Culture: 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 create for 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.

Sussex Scholars give you something to quack about

Q – Quality work

U - Unity

A – Accept Responsibility

C – Commitment to

K – Knowledge

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.

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Professional development on QUACK during faculty meetings and through the SWPBP committee

Students doing morning announcements related to QUACK giving examples of the acronym.

Develop a Matrix for classroom, hallway, cafeteria, recess, bathroom

Modeling in the morning meetings by staff members representing QUACK acronym.

Positive Office referrals

Daily morning meetings

Implementation of Conscious Discipline grades K-5

Student Ambassador

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.

Student Survey for feedback on QUACK/Sense of belonging/One trusted adult

Parent Survey – knowledge of QUACK for expected behaviors

Monthly Newsletter – Quacking Gazette – aligned to information for families and parents about QUACK

TAB Created on the website for the Quacking Gazette

Back to school night presentation both by administration and classroom teachers for parents

Providing updates to parents at PTA Meetings and followed up with a School Messenger for all families

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 I – Conscious Discipline and Guidance monthly meetings

Character Education – virtues will change monthly, teachers will be provided with resources (videos, activities and books) to support student learning of each virtue, schoolwide bulletin

board (ducks) to promote and encourage teachers and students to engage, monthly rewards for students

- Mindfulness – Mindful Monday tips to be shared on the morning announcements and on the Sussex ES Family Connection Schoology group
- Conscious Discipline – review during pre-service week, provide resources for classroom teachers (posters, charts, etc), morning meetings
- Schoolwide expectation of what a Sussex Duck student is – “Sussex Ducks Demonstrate Unwavering Commitment to Knowledge” --- a bulletin board in the lobby would display students each classroom teacher nominates as students who display the schoolwide expectation/code. QUACK poster with the acronym in each classroom and throughout the building. Encourage all teachers to have this displayed in the classroom.
 - Guidance lessons
- Monthly SEL staff meetings to address student concerns and make appropriate referrals and recommendations to support students

Tier II – SST, Behavior Plans, Zones of Regulations

- Check in/check out
- Mentoring
- Targeted small groups – ie. Zones of Regulation, WhyTry? These will be short-term groups with services provided by school counselors and/or school social worker.
- Team referral – SST, 504, IEP

Tier III - FBA/BIP Counseling groups, Social Work services

See attached sheet for additional reference of Interventions

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.

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 - Guidance lessons
 - Monthly Virtue lessons

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.

Selected monthly virtues
Lessons on QUACK and Matrix that align to the each area of the building
Parent News letter for Virtue of the month/QUACK - Quacking Gazette
Videos, literature and activities for each virtue
Mindful Monday on morning announcements
Positive office referrals

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.)

Conscious Discipline refresher with MTSS resource teacher
Professional Development with teachers on SWPBP and Matrices
Faculty meetings to receive feedback and make changes to the SWPBP by using a survey – October 18th and December 13th Faculty Meeting
Teachers will be provided Professional Development on the IEP team documents and process

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 provide each students with a Positive Quack On note each month
Teachers will have a classroom incentive for tickets earned for Positive Quack On notes
Students providing updates on the morning announcements about examples of QUACK On
Teachers will collect data monthly for Positive Quack On notes
Students can receive a Positive Office Referral

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.

See attached hierarchy sheet

Response for Intensive Behaviors
<i>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.</i>
<p>Quarterly Threat Assessment team meetings – to include social worker, SRO, Guidance counselor, MTSS, administration to discuss intensive behaviors</p> <p>Monthly Kid talks and feedback for SWPBP as a team to discuss students, interventions, groups and next steps.</p>
Monitoring the Schoolwide Positive Behavior Plan/Data Analysis
<i>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.)</i>
<p>Monthly Kid talks and feedback for SWPBP with guidance counselor, school psychologist, MTSS resource teacher, school social worker and administration to analyze school data, identify interventions and determine next steps.</p> <p>Analyze office referrals and implications for SWPBP and interventions</p> <p>Analyze survey results and implications for SWPBP</p>
Section 5: Miscellaneous Content/Components
Quarterly survey for parents, staff, and students on QUACK and SWPBP