



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

Date Completed: 8/16/2022

School Year 2022-2023

School: Kingsville 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>
Matt Winaker Lauren Stuart Christie Barry Amy DeNike Beth Yeagy
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>
As we review our data, the only subgroup we have available data for is multi-race. In terms of Academic Aspirations, 7.7% of students comprising the multi-racial subgroup shared unfavorable sentiments. In terms of Belonging, this group has 7.7% of responses in the unfavorable range. In terms of Student Support, 7.7% of responses of students in the multi-racial subgroup reflected negative sentiments. There are 13 students in this subgroup. One student in this subgroup shared an unfavorable perception in each of the three domains. The responses of students in all other subgroups with the exception of White are included in the SG category. There are 16 students in this grouping. No students shared unfavorable responses in the domains of Academic Aspirations for Belonging. 6.6% of students shared unfavorable responses in the Student Support domain. It will be important for us to be strategic in utilizing other methods to ensure the perceptions of students within this group are represented.
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>

Our data tells us that whole school we have 97.9% of our students in the favorable range for Academic Aspirations, 97.2% of our students responded in the favorable range for Belonging, and 94.5% of our students responded in the favorable range for Student Support. We need to further investigate why 5.5% of our students do not feel supported. We also need to foster relationships with all students in order to determine the negative perceptions toward academic aspirations and belonging shared by some students.

Climate Goals

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

Teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity.

Teachers will center student's identities, strengths, interests, and needs in order to make instruction accessible.

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.

Kingfishers are peaceful.

Kingfishers are respectful.

Kingfishers are dedicated.

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 utilize Conscious Discipline resources to assist in developing a positive classroom environment at the beginning of the school year.

Teachers will utilize classroom matrices to explicitly teach routines and procedures to ensure safe and orderly learning environments.

We will utilize positive shoutouts to recognize positive behavior throughout our building.

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.

Share the plan at the September PTA meeting and Back to School Night. Post our Code of Conduct on the PTA and Kingsville Elementary Facebook pages in addition to the Kingsville website. Our Code of Conduct will also be posted throughout the building.

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: Conscious Discipline, Class Meetings, Virtue of the Month, Classroom Guidance Lessons, Positive Behavior Shout

Tier 2: Individual or Small Group Sessions with Guidance Counselor, Parent Conferences, Positive Incentive Chart, Zones of Regulation, Daily Check-Ins

Tier 3: Intensive Behavior Plans, Crisis Response Plans, FBA & BIP

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.

Class Meetings, Conscious Discipline, Guidance Lessons, Small Targeted Guidance Groups

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.

We will implement the "Virtues Project". We will have a virtue of the month that will be shared on the morning announcements along with the definition and how the virtue is shown in our daily lives. In addition, teachers will implement lessons from, "The Virtues Project" during their class meetings. Students will be acknowledged for demonstrating virtues and other positive behavior.

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 information regarding our focus virtues at the beginning of the school year in addition to guidance regarding how the virtues will be taught in the classroom.

Some faculty meeting time will be dedicated to Conscious Discipline initiatives to ensure that all staff members understand strategies and supporting information.
Grade level meeting time will be spent revisiting strategies, collecting feedback regarding the plan, and discussing additional interventions needed for individuals or small groups of students.

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.

Shout Outs on announcements and placed on lobby bulletin board, Golden Shoe, Cafeteria Incentives, Individual Classroom Incentive 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.

Teacher Managed Behaviors

Calling out
Refusing to complete work
Arguing with a classmate
Off task behaviors
Name calling
Disrespectful
Lack of Effort
Not following directions
Pushing
Interventions:
Verbal warning/ redirect
Proximity control
Student conference
Teaching or reteaching expected behaviors
Class Meeting
Use Restorative Questions
Home-school communication
Reinforce positive behavior/ Individual
Non verbal cuing
Provide Choice

Behaviors to Refer to Resource Staff

Emotional Outbursts

Peer conflicts
Weak work habits
Poor organizational skills
Family challenges
Poor social skills
Transition Challenges

Interventions

Zones of Regulation
Social Stories
Calming Center
Lunch Bunch
Weekly, small, targeted group sessions
Individual Counseling
Parent Follow-up
Periodic Check-ins

Behaviors to Refer to Administrator

Fighting
Elopement
Chronic refusal to complete work
Unsafe behaviors in the classroom (screaming, throwing objects, pushing furniture)
Stealing
Bringing weapon to school
Making threats
Destruction of School Property
Chronic disruption of the school program
Bullying

Interventions:

Conference with the student/ Use restorative questions/ Reference Virtue that was lacking
Interview other students
Parent Conference
Teach desired behavior
Detention
Planned check-ins
Referral to SST
Informal Observation in the School Building
Collaboration with MTSS

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.

Response to Intensive Behaviors

Teacher calls for an administrator.

Administrator attempts to use de-escalation strategies to calm the student down.

If it is not possible to calm the student down, the administrator will remove the student to a safe area.

If at any point the safety of the other students is in jeopardy, the class will exit the room and not return until it is safe to do so.

Training for Crisis Response Team

The principal, assistant principal, and two special educators have begun training in Crisis Response and will complete the training in the fall.

Threat Management Team

The Threat Management Team will consist of the Principal, Counselor, and School Psychologist. The purpose of the Behavior Threat Assessment Team will be to review the procedures for handling threats to self or others, determine the specific implementation of those procedures within the building, and provide follow up consultation and/or intervention for students having been involved in these situations.

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.)

Data to Collect:

Office Referrals: Repeat referrals, location, time of day

Suspension Data

Use developed uniform referral form to document referrals to administration.

Section 5: Miscellaneous Content/Components

N/A