



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

Date Completed: 8/28/2022

School Year 2022-2023

School: Hillcrest Elementary

Section 1: Initial Steps
<p>School Climate Team</p> <p><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></p> <p>Rob Kesler, Maria Ramos, Lisa Shortt, Maisha Camonayan, Nicole Childress (parent) Zoe Dell, Cindy Beard, Jennifer Kirby, Tania Myers, Tess Myers, Rachel Hertz, Sarah Pickler, Sara Leonard, Melissa Cohee, Bethann Hutcheson, Andrew Weymont, Jackeline Rojas, Eamon Mooney</p>
<p>Equity Lens</p> <p><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></p> <p>County-wide: African Americans students are disproportionately identified for special education services within the intellectual disability category and emotional disability category. Suspension rates for African American students are disproportionate as well.</p> <p>School-wide: Attendance/Chronic Absenteeism: Hillcrest's data story revealed that the 2021-2022 attendance rate was 85.4%; fewer than 15% were chronically absent, consistent to 2018-2019 school year. The % is even greater for the Black/African American, Hispanic/Latino, student group(s). Among special services, the chronic absenteeism rate for students receiving special education services is 28.21. Among other special services, the FARMS rate is 30.69 and the rate for English Learner student group is 25.83. For the Black/African American and Two of More Races student group (s) and students receiving Free and Reduced Meals and Special Education services, these gaps are persistent. Covid1-19 contributed to the higher number of</p>

absences in the 2021-2022 school year. This is due to time required to quarantine, and isolate as well as precautions for possible close contact.

Suspension:

The 2021-2022 suspension rate was 0.88%. For the 2021-2022 school year, all student group suspensions resulted in the loss of 9 instructional days. This loss of instructional time affects the student groups most often suspended.

The 2021-2021 Data Story:

Black/African American students are suspended at rates higher than their non-Black/African American peers. The suspension rate gap for Black/African American students at Hillcrest Elementary is less than the same gap for all BCPS elementary schools. This gap has widened over time, indicating a negative trend. Our female Black/African American students accounted for 3.33 of our suspensions, our male Black/African American students accounted for 2.78 and our Male Hispanic students accounted for 2.5 of our suspensions.

Students eligible for FARMS are suspended at rates higher than their non-FARMS peers. The suspension rate gap for students eligible for FARMS at Hillcrest Elementary is less than the same gap for all BCPS elementary Schools. This gap has widened over time, indicating a negative trend.

Stakeholder Survey:

The 2020-2021 survey indicated 82% for Academic Aspirations, 77.3 % for Belonging and 77.4 % Student Support, all of which are higher % than the county. These results indicate that student perception has improved for Belonging and remained stable for Academic Aspirations and Student Support since the 2018-2019 survey.

The data reveals the small group was 9.1; 2.4 female; 3.8 male as unfavorable for belonging to Hillcrest.

Bullying indicated that 12% of the respondents felt that bullying was a need area (79 respondents) In 2021-2022, approximately 23.2% students indicated they were bullied and 31.4% witnessed bullying Approximately 1 out of 5 students indicated they were bullied and approximately 1 out of 4 students witnessed bullying in the hallway, stairs and on the school bus. This is consistent with the 2018-1019 survey.

Data Analysis

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

Stakeholder Survey:

The 2021-2022 school survey showed that nearly 95% of the students had pride in their school this is greater county average. 94.6% of students feel that the adults in the building care about them. 88.6% have at least one adult that they can come to when they need to talk. Nearly 94%

of students feel respected. The climate in the building is uplifting and positive on a daily basis; students feel welcome at Hillcrest.

Climate Goals

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

Key Action #1:

Teachers 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 they create for students.

Key Action #2:

Teachers will demonstrate cultural competency in making decisions regarding students, including their strengths and areas of growth. The goal is to modify and accommodate to develop exceptional learners.

Work Towards these goals will take place through the following:

- Implement a survey each marking period for staff and students (based on the stakeholder survey)
- The staff will participate in a study of articles for the 7 tenets of Equity that the team agreed to
- Be Kind
- Know Your Why
- Telling Our Story
- Building Relationships
- Mindset
- Everyone is and feels represented
- High Expectations for all 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.

The Hillcrest Code of Conduct:

I am responsible.

I am respectful.

I will be safe.

The Hillcrest Code of Conduct will be reviewed during the announcements, through communications from the counselors and weekly faculty meetings.

Posters of the Hillcrest Code of Conduct will be placed throughout the building as a reminder to all on how we act with one another. These will assist the teachers and staff as they reinforce the standards with students and staff.

The Code of Conduct will be reviewed during class meetings each day. Students and teachers will share examples of how each aspect of the Code was demonstrated throughout the building. These examples will be highlighted in the announcements.

Theme for the 2022-2023 School Year: Grace... Growth... Gratitude...

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.

Teaching the expectations of the Code of Conduct in the morning meetings as well as during the day. The teachers will use PowerPoints to assist with reinforcing the Code of Conduct.

Teachers and staff members will provide directed praise (I really like how you helped your friend in the class clean out his locker.) to reinforce the code.

Social Stories will be used as needed with students to reinforce behaviors.

The Code of Conduct will be reviewed after long weekends, winter, and spring breaks.

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 Code of Conduct for Hillcrest will be shared with families at Back-to-School Night, weekly updates with parents and with the PTA. The teachers will have statements to use during conferences, if needed.

The committee will develop surveys to use as a data source on the effectiveness of the plan.

After the analysis of the data, the committee will adjust and refine.

Meet with administration meetings to share thoughts.

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.

Professional Development from ESOL, special educators to ensure all students are included. The need to include all cultural groups.

Tier One: Teaching, Modeling, Reinforcement of the Code of Conduct with verbal praise (announcements as well)

Use of CHAMPS (conversation, help, activity, movement, participation, and success) as needed.

Tier Two: Lunch bunches, meetings with parents/staff, meetings with support staff, referrals outside of school

Tier Three: FBA with IEP team, counseling services with counselor, psychologist, outside mental health agencies, if needed.

The goal is to be aware of the cultural norms and consulting with others in order to do the best for the student.

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.

Professional development and training on student support strategies with our students in general education. Continue the practice and training with equity practices, analysis of data. Use the opening rituals, conscious discipline, engaging practices and optimistic closure for all class 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.

Our school counselor will conduct monthly lessons with students where they will infuse positive behavior techniques. The goal is to help our students interact in society, regulating their feelings, thoughts, and actions into pro-social behaviors.

Character Education has core ethical values that align with Hillcrest's code of conduct. The 6 pillars of character education will be used in morning meetings and in lessons from the counselors (trustworthiness, respect, responsibility, fairness, caring, citizenship)

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.)

Professional Development will include character education with our counselors, code of conduct scenarios with feedback, equity practices and analysis of data, social emotional learning activities.

Professional Development will be provided on the SST/IEP 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.

Acknowledgements/Shout-Outs will be recorded

Post-it notes for positivity to be given to students.

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 the attached,

..Behavior Management Guide Hillcrest Elementary
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>
See the attached, Behavior Management Guide Hillcrest Elementary Threat Management Team will meet and discuss student concerns Counselors will meet with students as needed
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>
Monitoring and analyzing data during the climate action team meetings; plan for improved behaviors and response to the code of conduct. Monitor the fidelity of the implementation the Code of Conduct; Use of parent contact log to share positives and areas of growth for individual students.
Section 5: Miscellaneous Content/Components
Added family member to the team; families included in the data analysis and refinement Teams, including behavior management and threat team will meet to discuss data and refinement The school and staff will complete a survey to monitor school climate and effectiveness of the PBIS plan.