Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 7/14/2021  School Year 2021-2022
School: Baltimore Highlands Elementary School

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.

Brian Williams, Principal
Dana Bisker, Asst. Principal
Lisa Smith, SDT Teacher
Carolyn Stone, MTSS Teacher
Bridget Bradham, School Counselor
Pam Phipps, School Counselor
Allison Berg-Lewis, School Social Worker
Christina Kluckowski, School Psychologist
Lacy Calp, Classroom Teacher, (K)
Christina Morris, Classroom Teacher (4th)

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)

The 2018-2019 Stakeholder Survey indicates that student perception across all domains are lower than the system for Academic Aspirations and higher for Belonging and Student Support, and this pattern is similar across three years. Student report a lower percentage of bullying, including witnessing bullying, than the system level. In 2018-2019, 28.5% of the students indicated that they were bullied, and 49.6% have witnessed bullying. The lowest frequency of bullying was reported for on the bus.

Academic Aspiration domain student group results indicate the most favorable results for the Two or More Races student group, an increase since 2016-2017. In contrast, the White student
group reported the highest as unfavorable among racial groups, a decrease since 2016-2017. The male student group reported the highest unfavorable for gender. No student reported very unfavorable for Academic Aspirations.

The Belonging domain student group results indicate the most favorable results for the Hispanic student group, an increased since 2016-2017. In contrast, the Two or More Races student group reported the highest as unfavorable among racial groups, an increase since 2016-2017. The female student group reported the highest unfavorable for gender.

The Student Support domain results indicate the most favorable results for the Two or More Races student group, an increased since 2016-2017. In contrast, the Black/African American and White student groups reported the highest as unfavorable among racial groups. The male student group reported the highest unfavorable for gender.

Data Analysis

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

Students in grades 3-5 completed a second student survey on sense of belonging. Out of 82 students surveyed, 59.8% stated that they liked coming to school. 85.4% said that their teacher cares about them. 78% said that their teachers helped them understand & learn. 54.9% said that they felt people cared about each other in class. 70.7% stated that they felt a sense of belonging in their class and school community. 79.3% stated that they trusted at least one adult in school. Many students expressed joy and excitement about returning to in-person learning, however, they also expressed disappointment regarding the pandemic reality that the school setting has changed (i.e. facial masks conceal smiles, plastic shields on desks, 3/6 feet distance, peer interactions with fewer students, etc.) This data shows us that it is essential for students to have a strong sense of belonging at our school and that data will shape our interventions for the year.

Climate Goals

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

Identification of the school’s goals in improving the social-emotional climate of the building is reflected in the Climate Goals of the School Progress Plan. For Baltimore Highlands, teachers will infuse daily community circles with the use of social-emotional learning competencies, allowing for deeper relationships that promote a sense of belonging. The Leadership Team will also design a master schedule that provides space for social-emotional learning with opportunities for feedback and coaching from resource supports.

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.
Code of Conduct - COMMUNITY AGREEMENTS: Rights and Responsibilities:
❖ I have the right to a safe environment and the responsibility to follow safety rules.
❖ I have the right to voice my opinion and the responsibility to respect the opinion of others & treat them fairly.
❖ I have the right to use schoolbooks, materials and equipment and the responsibility to take care of all school materials.
❖ I have the right to a good education and the responsibility to do my best.
❖
-Community Updates (morning announcements), posters in classrooms and throughout schoolhouse (matrix), community shoutouts for to acknowledge following the community agreements.

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.

Conscious Discipline, PBIS classroom lesson plans, Zones of Regulation
Corrective Procedures: Reteach and review expectations daily when a problem occurs discuss in community meetings and problem solve/ review expectations.

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 Positive Behavior Plan, the schoolwide expectations, and/or interventions will be communicated and shared with families via school website, monthly newsletters, email blast, Talking Points messages.

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: Classroom lessons, behavior assemblies, School-wide positive behavior incentive program (Baxter’s Bucks), community schools programs

Tier 2: Booster lessons, check in-check out, mentors, behavior charts, group counseling, social skills lessons, documentation of interventions, referral to SST
Tier 3: FBA, BIP, individualized, behavior charts, school-based mental health counseling, and community mental health referrals, referral to IEP team

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.

-3 signature practices; welcoming ritual, engaging practices and optimistic closure
-5 SEL competencies
-Conscious Discipline
-Zones of Regulation
-Restorative Practices

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.

5 SEL competencies PD for staff, New observation template and evaluation forms for staff, grade level meetings focused on SEL skills and Conscious Discipline.

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.

-Conscious Discipline
-School focus/question of the day shared on community updates (morning announcements)

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:

Our main focus for the year will be infusing Conscious Discipline into all grades (PreK-5). Each month will focus on a specific skill from the Conscious Discipline curriculum.
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.*

Baxter Bucks, Baxter’s Locker, Monthly PBIS events, Community Shout Outs,

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.*

Identify the behaviors that are teacher-managed vs resource staff vs administration:
Classroom (teacher) vs Office Managed Behaviors (community support form, community incident reporting form). Teachers will be trained the first week back prior to students on how to fill out a Community Incident Reporting Form correctly.

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.)*

-Schoolwide Positive Behavior Committee-monthly meetings to review data.
-Quarterly updates with staff-focus discipline data.
-Teacher managed behaviors via google form/survey

Section 5: Miscellaneous Content/Components

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