### 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.*

The Student Support Team consists of School Administrators, School Counselors, School Psychologist, School Social Worker, Teacher of Social & Emotional Learning, Staff Development Teacher, School Nurse, Department Chair, Special Educator, & General Educator. The identified team represents the diversity of service providers and educators within our building and will meet weekly to review the effectiveness of the SWPBP and monthly will discuss it’s the progress of its implementation.

#### 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)*

Meadowood Education Center [MEC] is a school for middle-school students (6<sup>th</sup>-8<sup>th</sup> grade) residing in the western part of Baltimore County. Students are assigned to MEC from a comprehensive middle school by the Student Conduct Hearing Officer for behavioral reasons or as a result of a program review. The former are limited to 44 days at MEC; but, all arrive with diverse academic, behavioral, and social/emotional needs. MEC school staff are continuously engaged in professional learning of equitable practices to better serve our ever-changing student population. We strive to provide our students with rigorous instruction based on the BCPS curriculum and modified to meet the needs of the individual learners. Furthermore, we have a robust character development program which is part of our overall Advisory program. Staff are continuously examining ways to ensure that our program is relevant to our students’ interests, cultures, diverse backgrounds, and lived experiences. We strive to meet the diverse needs of our students through a variety of targeted interventions, incentive program and character enrichment programs. These programs are led by our
therapeutic staff but involve all staff members and geared towards student interest, while seeking to provide meaningful and rewarding character and morality-building experiences.

### Data Analysis

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

Meadowood Education Center utilizes the “ACES” model and in addition to traditionally collected BCPS data utilizes data from interventions and surveys to better understand our students’ needs, and to help us understand how our program is impacting their overall academic and social/emotional development. The program point sheets provide data and allow students to gauge their own progress and families a way to monitor their progress. The ACES model is laced and interwoven throughout our program, and is as follows:

**ACADEMIC ACHIEVEMENT:** Academic achievement is correlated with virtually every quality-of-life indicator and its importance cannot be understated. To support students’ academic needs, MEC has a profound emphasis on literacy (verbal and numerical). Ensuring our students are literate is the single most important aspect of the program, and it is the greatest means of true equity.

**CHARACTER STRENGTH:** Respect, Responsibility, and Empathy are our main character strengths, and we know, unequivocally, these traits are necessary for student success both inside and outside of school. As students develop these character strengths, they will become well-adjusted young adults poised to grow into productive citizens.

**EMOTIONAL REGULATION:** Helping students to regulate their emotions and their responses to situations and circumstances is crucial to helping them develop into responsible adults. Often times, our thoughts, guide our emotions, which in turn guide our actions. To ensure positive actions, we must help students develop the habits of mind needed to regulate their emotions.

**SOCIAL DEVELOPMENT:** Akin to sound character and academic achievement, success in the 21st century requires social intelligence in the form of effective collaboration and constructive social interactions.

To understand the growth and development of our students, we recalibrated our daily student point sheet this year to ensure greater specificity and ensure alignment with the ACES Model. Behavioral point sheet data will assist us in tracking student growth/development, as well as schoolwide growth/development in the following areas:

**Meadowood ACES Model with Student Expectations**

**Academic Achievement:**

- I actively participated and was committed to learning.
- I followed directions and completed all classwork.
Character Strength:

- I demonstrated respect for myself, others, and all school property.
- I showed responsibility by transitioning appropriately.

Emotional Regulation:

- I was prepared for learning and used technology appropriately.
- I demonstrated effective coping skills when faced with a problem or stress.

Social Skills:

- I used effective communication, collaboration, and cooperation skills (The 3Cs).

### Climate Goals

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

Our Culture goals in the areas Mathematics and Literacy are as follows:

- We believe all students are capable of achieving high academic outcomes and therefore all teaching and learning must be rigorous and reflect high expectations for all students. Instruction, assignments, and assessments must align to the rigor of grade or course level standards.
- Teachers ask critical thinking questions of all students and provide opportunities for all students to demonstrate independence. (High Expectations)
- Facilitating environments in which students take responsibility for their own learning and contribute positively to the world around them. (Empowering)

Our Climate goals are as follows:

- We believe instruction must be relevant to our students’ cultures, interests, perspectives and lived experiences.
- Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity. (Culturally Relevant Pedagogy)
- Comprehensive counseling and support services meet the needs of young adolescents. (Culture and Community)
- Health, wellness, and social-emotional competence are supported in curricula, school-wide programs, and related policies. (Curriculum, Instruction, and Assessment)
- A shared vision developed by all stakeholders guides every decision. (Leadership and Organization)
### 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 MEC ACES MODEL frames our comprehensive approach to supporting the growth and development of our students. The program components which include character strengths, academic growth, social development, and emotional regulation, are critical to student success in school and in life. As such, our mission, goals, and indicators of program success are grounded by the combination of these components.

Students have a daily point sheet that is carried by each student, completed by staff members, and sent home every day. A copy can be found on our school’s website: [https://meadowoodms.bcps.org/for_students/school_documents](https://meadowoodms.bcps.org/for_students/school_documents)

Based on overall point average the students will be able to achieve Knight Status. Our point sheet is aligned directly to our ACES Model components. Data can be analyzed based on achievements in all areas, or individual areas. We can also determine levels in which students may need further support, development, or intervention. We can also look at schoolwide data to see what our student population strengths are, and what areas may need further intervention and support.

As an alternative school our code of conduct is more robust than that of most comprehensive schools and as explicit as possible. Our point sheet covers each ACES category, and the expected behaviors are as follows:

**Meadowood ACES Model with Student Expectations**

**Academic Achievement:**

- I actively participated and was committed to learning.
- I followed directions and completed all classwork.

**Character Strength:**

- I demonstrated respect for myself, others, and all school property.
- I showed responsibility by transitioning appropriately.

**Emotional Regulation:**

- I was prepared for learning and used technology appropriately.
- I demonstrated effective coping skills when faced with a problem or stress.
Social Skills:

- I used effective communication, collaboration, and cooperation skills (The 3Cs).

When a student’s behavior does not demonstrate the desired conduct, points are deducted from their point sheet and their overall behavioral point average is impacted. When they engage in desired behaviors their point average can increase. All teachers and school staff will reference this language and teach the schoolwide expectations to their students and encourage students to reflect on their behaviors in order to assist them in becoming self-sufficient in behavior monitoring and adjustment.

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.*

ACES point sheets will be carried by each student and information regarding how to demonstrate appropriate behaviors will be displayed in classrooms and on bulletin boards throughout the school. Students’ successes will be celebrated. Students on Knight Level will be celebrated by staff. Students will gain access to incentives/field trips and individuals will be selected for “Knight of the Week.” Students will be made aware of how their decision-making/social engagement in our program directly impacts their ability to earn access to various school-wide events and incentives.

Teachers will be provided time and guidance during Teacher Orientation Week to develop culturally relevant expectations for their classroom, routines, and procedures based on the schoolwide plan and expectations of our ACES model. They will be encouraged to consider their behavioral/social expectations during group instruction, small group instruction, and independent learning and during the on-boarding of new students. The homebase time each morning is now split into a homeroom time (8:00-8:15) and daily Advisory time (8:15-8:40). During this time teachers and other staff members will explicitly teach these rules and expectations to their students (especially during the first week of school and to new students when they arrive) and implement Character Education lessons. Teachers will utilize the behavioral point sheets as reinforcers for the appropriate/desired behavior. Teachers will continue to develop how they will redirect students and get them back on task when undesired behaviors take place and use the resources of the school in order to do so in the most effective manner possible. Therapeutic supports that the student support team are offered are available when problematic behaviors arise, or a consultation with a staff member is needed.

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.*
Point sheets are sent home every day to be reviewed by parents/guardians. At each students individual orientation meeting parents/guardians are told about the importance of our daily point sheets and how they contribute to the overall success of our students. They are to place their signature on every point sheet that goes home, and the student is then given points for bringing it back to school the next day. Through the point sheet parents can view their students progress and communicate with the MEC staff. Meadowood teachers are encouraged, and regularly do, reach out to parents for positive reasons. Often families have had predominantly negative interactions with schools, and it is essential that parents/guardians, as well as students, begin to see the school as their ally.

The School Climate Committee consistently asks families for feedback regarding the ACES Model as well as the Schoolwide Positive Behavior Plan; however, due to the transient nature of the student population it is difficult to obtain consistent feedback on the Schoolwide Positive Behavior Plan.

**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.*

The School Climate Team has completed the Resource Mapping and will be evaluating the effectiveness of our practices and interventions over the course of the year. The team will determine if the interventions are culturally responsive to the needs of our students.

When students arrive at Meadowood and their social/emotional levels are observed, they are placed into a Tiered system of supports. It is important to note that students are assigned to Meadowood because of the need for supports beyond Tier 1 in the comprehensive school and therefore our Tier I interventions are more rigorous than in a typical comprehensive school. During their enrollment, students based on their ACES point sheets and staff recommendations are moved to a more appropriate tier.

To support students’ needs, each student is assigned a member of the Student Support Team during the orientation. Student Support Team staff will meet weekly with each student on their caseload to discuss student progress, to review and address student concerns, and to ensure proactive and preventative supports are in place. The placement of students into the respective tiers will be determined by the student services team after careful review of a student’s file and ensuring compliance with IEP and 504 mandates. The tiers allow the MEC staff to serve the needs of students at MEC and placement is monitored and adjusted as needed.

**Tier 1 (80% of population)**

➢ General needs are met by Meadowood ACES and instructional program which includes smaller class sizes, individual attention, behavioral point sheets and levels, character education, and school wide incentives.
- General counseling services

**Tier 2 (15% of population)**
- Receives all Tier 1 services
- Placement into counseling group to address individual needs- i.e. anger issues, social skills, grief/trauma, etc.
- Bi-weekly 20-30 minutes counseling session with a student services staff member
- Individualized incentives based on achievement of counseling goals
- Referral to outside counseling agency and information on supports available at home school upon leaving MEC

**Tier 3 (5% of population)**
- Receives all Tier 1 and Tier 2 services
- Morning and PM Home base with student services staff member if needed
- Daily check-ins with student services staff member
- Flash pass
- Weekly 30 minutes counseling session with a student services staff member - ins to discuss student progress

The student support team also regularly discusses Tier 2 and Tier 3 students at SST Meetings to determine if there is a need to include a student in a therapeutic group and/or consult about possible special education services including FBA/BIPs or outside therapeutic services.

### 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.

The staff at Meadowood is focused on social emotional learning as a path to improving academic as well as behavioral outcomes for assigned students. There are a variety of avenues used within the ACES Model. During our Advisory time the character education program and social enrichment activities includes various social-emotional learning lessons and demonstrations which provide opportunities for skill development and is focused on building relationships amongst students and staff in the schoolhouse. Teachers and therapeutic staff also use Classroom Circles as a pro-active Restorative Practice to encourage relationship building and utilized Restorative Practices in conflict resolution and to repair harm caused. Meadowood is committed to conscious discipline, which helps students take ownership for their behaviors and understand the consequences of their actions. Zones of Regulation and WhyTry are also be utilized by the Social Worker and School Psychologist.

### 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.

MEC will continue to implement our character education program in which various lessons will be shared and follow-up activities will be assigned to promote learning and application of the virtue that is being presented during homebase. Mentorship opportunities will also be available for students as part of the character education program at Meadowood and encouraged during Advisory.

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 be provided to teachers and new staff on the ACES model and how it is interwoven within our program. Behavioral point sheets have been recalibrated this summer and will be reviewed in order to ensure consistent implementation through the building. Staff will understand not only how the points sheets are used but how they are tied to student success and the implementation of incentives and rewards throughout the school year.

The School Climate Team will have coaching/consultation available as a support system for teachers who would like more behavioral support and guidance in classroom management.

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 how to utilize positive reinforcement to bring about a change in behavior. Teachers will utilize our behavioral points system and have an open dialogue with students about why they earned the points they have and review expected behaviors. Teachers and therapeutic staff can pinpoint specific behavior and which ACES category each student may need more supports based on their individual point sheet.

Incentives could/may include field trip opportunities, in-house incentives/demonstrations, “Knight at the Round Table” participation, positive post cards, and “Knight of the Week” selection. Students on Knight Level will be provided leadership opportunities within the schoolhouse such as: morning announcements, teacher assistance, etc.
### 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 behavioral expectations and clear procedures have been developed as to what behaviors are classroom-managed and what behaviors are administratively managed. The therapeutic team and school administrators are open to consultation with all school staff regarding discipline and consequences.

Our Social Emotional Learning teacher is the first point of contact for discipline issues, and if more intervention is required then therapeutic staff and or administration are notified.

If a teacher deducts (3) or more points from a student’s point sheet, then a referral is written and given to our SEL Teacher. The school staff has been trained in trauma-informed practices, conscious discipline, and restorative practices to meet the needs of our student population.

### 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.*

Our school has identified members of the Behavior Threat Assessment Team (BTAT) that can address intense behaviors that may warrant emergency/crisis responses. These individuals are called upon and may need to further assess the student and/or situation to determine what the next steps may require. The team has developed a plan that could be implemented should a serious situation occur, and students need to vacate the classroom due to another student’s extreme behavior. In these instances, administration will be notified immediately and all BTAT team members will be notified.

### 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 Team will review data at the scheduled SST meetings. The team will review the data with a lens of equity and view this plan as a working/living document that can be adjusted based on student/school-wide need.

Data will mostly be collected through the following methods: ACES Behavioral Point sheet averages (ACES categories analyzed at an individual and schoolwide level) and the percentage of student population who are able to access our incentives (Knight Level).

As a Climate Team, we will discuss how the Schoolwide Positive Behavior Plan is working and utilize effective progress monitoring to determine if the data supports a successful
intervention. The team will discuss the fidelity of the implementation of our plan and determine if more data is needed. The team will also discuss if there are systems that need to be put in place to better support staff in the successful implementation of our SWPBPs.

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<th>Section 5: Miscellaneous Content/Components</th>
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