



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

Date Completed: 8/12/2022

School Year 2022-2023

School: Middle River Middle School

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>Lindsay Bugda Jamie Rudden William Brown Shannon Parker Evan Rothman Sarah Atwood-Starkey Jhonelle Clarke</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>Black/African American female students, students of two or more races, Special Education students, and students eligible for free and reduced meals services are all suspended at rates higher than their peers who are not a part of these subgroups.</p> <p>The suspension rate risk ratio for students of two or more races at MRMS is greater than the same gap for all BCPS middle schools. The suspension rate risk ratio for Black/African American female students, FARMS students and Special Education students is less than the same measure for all BCPS schools.</p> <p>Students eligible for FARMS services are chronically absent at rates higher than their peers who are not a part of this subgroup. The rate risk ratio for this subgroup of students is less than the same measure for all BCPS middle schools.</p>

Data Analysis

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

Data from Stakeholder Survey indicates that the majority of students feel that there is a lack of respect among students (73.5%) and only 17.7% feel that students stop and think before doing anything when they get angry. Overall, 46.3% of students responded positively on statements surrounding sense of belonging.

However, data indicates that the majority of students feel welcome at our school (68.3%) and that students generally feel positive about the relationships they have with their teachers and feel that there is at least one adult at MRMS that they can go to if they have a problem (81.3%).

On our MRMS quarterly climate surveys, students also indicated that teachers make them feel that their questions and opinions are important (70.5%), however 49.1% of students indicated that they would like teachers to use their real life experiences to help them understand their learning.

Climate Goals

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

Decrease the suspension gap between African American students and White students by 4% (from 11.8% to 7.8%)

- Reduce the chronic absenteeism rate from 40.31% to 37.5%
- Increase the sense of belonging for students from 46.3% to 50%

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.

MRMS Students are:

R-Reflective
O-Open-Minded
A-Active Inquirer
R-Risk-Taker

MRMS has created PBIS Matrices that describe how the school's expectations look in various locations around the building (classroom, hallway, restrooms, cafeteria, bus loop, etc.).

Schoolwide expectations will be explicitly taught during PBIS lessons through contents during the first week of school.

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.

- M.R. Prides for rewarding positive behavior
- Quarterly Incentives
- Classroom matrix describing how students can demonstrate ROAR in the classroom
- Informal observations of the climate and culture of the classroom
- School counselors review expectations with newly enrolled students throughout the school year
- Weekly MRMS Advisory period
- Review suspension data during the SPP SSE PD sessions monthly

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.

- Translation services of school communications to families
- FACE events will be planned to engage families with our school program
- Social Media

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 Supports:

- M.R. Prides to reward positive behavior
- SEL practices in classrooms
- IB Learner Profile/Character Education Advisory lessons
- Teacher consultations/check ins
- Screening for students who may need Tier 2 support

- School counselor SEL Classroom lessons (empathy, healthy friendships and conflict resolution, goal setting, being an upstander, executive functioning, stress, anxiety and self-care, healthy relationships)
- Lunch Bunches with teachers, counselors and/or administrators
- Schoolwide student presentations: suicide prevention, bullying prevention
- Restorative Practices

Tier 2 Supports:

- Student Support Team
- IEP Teams
- Small counseling groups
- Teacher or student mentors
- Grade Level Team meetings
- Behavioral point sheets and behavioral flash passes
- Social work and community therapy partnerships
- Check in/Check out with school counselors or designated teacher

Tier 3 Supports:

- Student Support Team
- IEP Team
- Counseling services, PPW, social work, community therapy, nurse services
- Referral for community resources
- Crisis Response Plan
- Intake meetings
- Emergency Petition
- Conflict Resolution of Baltimore County

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.

Use of SEL signature practices in classrooms; teachers will receive continued training on practices during monthly SPP PD sessions. SEL Practice suggestions provided to teachers and staff in the monthly School Counseling Newsletter

Trauma Informed Practices—Lion U session

Mental Health Training provided by BCPS

Evidence of SEL and equity practices during informal observations

Support provided by the SEL teacher as needed

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.

- School counselor SEL Classroom lessons (empathy, healthy friendships and conflict resolution, goal setting, being an upstander, executive functioning, stress, anxiety and self-care, healthy relationships)
- Advisory Lessons
- Handbook review for students by school counselors and administration
- IB Learner Profile student of the month
- Utilizing the IB learner profile traits during academic content
- Character education practices will be monitored through the equity practices section of the informal observation tool, student climate survey results and discipline data.

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.)

Monthly SPP PD
PBIS Presentation during Teacher week
CRT and Trauma Informed Teaching Lion U sessions
Training/Reminders during Grade Level meetings
Equity Team
Courageous Conversations

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.

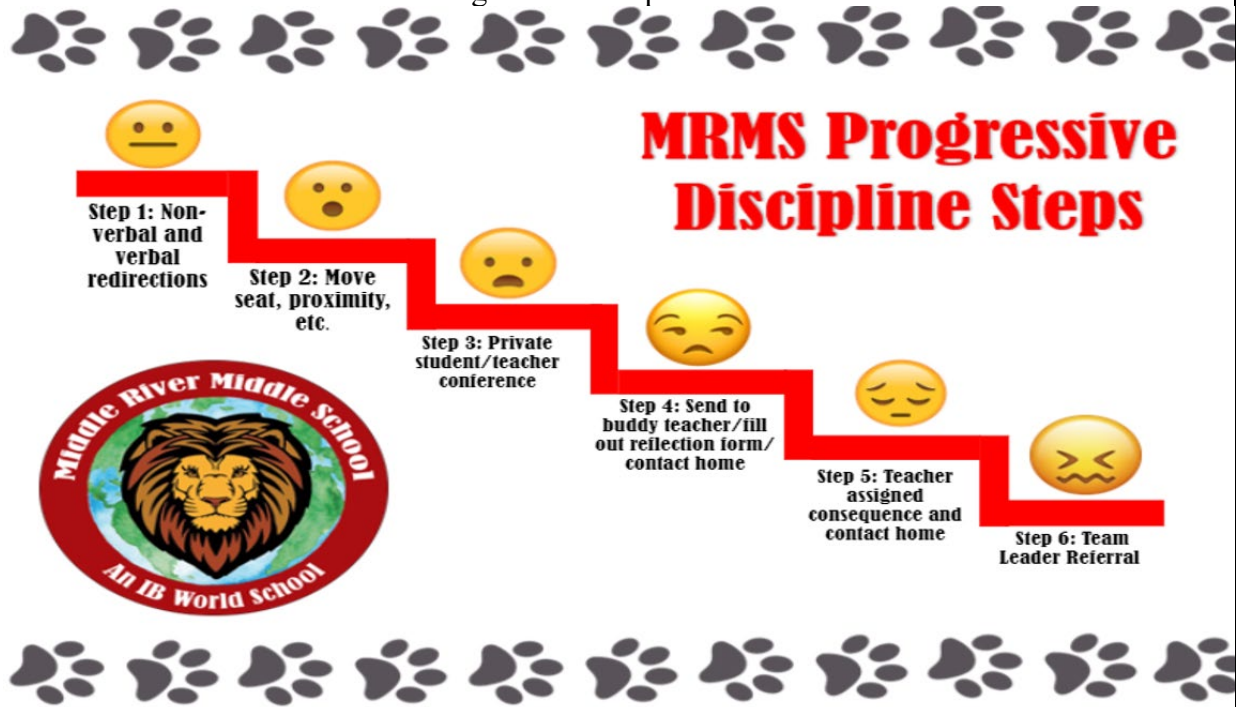
- List of suggested class incentives for teachers to post in classrooms; teachers will generate additional/alternative ideas with students as rewards for positive behavior
- Large, quarterly incentives for students who earn a certain number of MR Prides

- Teachers will be trained on PBIS procedures and positive incentives during teacher week; teachers will also be responsible for teaching monthly character education lessons

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.

Teachers will follow the MRMS Progressive discipline model



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.

- Level 1 Behavior:
 - Teacher will reach out to counselor, SEL teacher or administrator
 - Teachers will engage in PD provided by BCPS (Addressing Disruptive and Noncompliant Behavior)
 - Monthly “Courageous Conversations” are offered to all teachers as a method for addressing implicit biases and cultural competencies
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- Level 2:

- SEL teacher, school counselor, social worker, administrators, SRO will determine the need of the student and act appropriately:
 - Student mediation
 - Teacher mediation
 - Administrative conference
 - Parent contact/RPC
 - SST
community mental health
 - Mobile crisis
 - Emergency petition

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.)

- Team leader and grade level administrator will compile and review disciplinary data (suspensions, etc.) at monthly meetings

Section 5: Miscellaneous Content/Components

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