



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

Date Completed: 8/12/2021

School Year 2021-2022

School: Perry Hall Elementary School

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>
Ronesha Thompson-Principal Whitney Elliot-Assistant Principal Amanda McCleary-Classroom Teacher Lauren Backert-Math Resource Teacher Taylor Vandell-Special Education Elvire Cajuste-School Counselor Kathy Cooney-School Counselor
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>
The 2018-2019 suspension rate was 1.39%, similar to 2017-2018. According to MSDE's disproportionate discipline data, White students were suspended at approximately 2.5 times the rate of their peers. For the 2018-2019 school year, all student group suspensions resulted in the loss of 12 instructional days. This loss of instructional time particularly affects student groups most often suspended.
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
The data suggests that strides have been made in identifying alternatives to suspension for our students. Teachers and administrators have worked together to identify strategies to assist students with growing socially and emotionally.
Climate Goals

<p><i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i></p>
<p>Teachers will create and sustain a safe, welcoming, supportive classroom environment which values inclusivity and diversity.</p> <p>Educators will examine and interrogate their personal biases to become aware of ways in which their own cultural experiences influence the conditions and learning opportunities they create for students.</p>
<p>Section 2: Developing and Teaching Expectations</p>
<p>Expectations Defined</p>
<p><i>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.</i></p>
<p>Gator Commitment Safe Responsible Respectful Ready to Learn</p>
<p>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</p>
<p><i>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.</i></p>
<p>Teachers worked with students to define what the Gator Commitments looked like in their classes.</p>
<p>Family/Community Engagement</p>
<p><i>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.</i></p>
<p>Monthly newsletter, class newsletters, PTA website, school website, school newspaper, Back to School Night, Morning announcements, Twitter, Facebook, Reading Night, STEM Night, Multicultural Week</p>
<p>Section 3: Developing Interventions and Supporting Students</p>
<p>Resource Mapping of MTSS</p>

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, Restorative Practices, Buddy Classrooms, Gator Shout-Outs, Lunch Bunches, Positive Reinforcements, Virtues (You Matter Initiative), AttenDANCE, Guidance Lessons(as needed)

Tier 2-Second Step, Restorative Practices, Champs, Quick Check-In, charts, SST/IEP/504/BIP, mentoring, small group counseling,

Tier 3-Zones of Regulation, outside therapists, Required Parent Conferences, SST Teams, IEP Teams/SST/ 504/ BIP, PPW Involvement

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.

Conscious Discipline
 All grade levels
 Parent night for programs
 Multi-Cultural Night

School Counseling Program
 Monthly guidance lesson
 Small group sessions focusing on friendship, divorce, social emotional needs, anxiety

Programs
 New student onboarding/transition program/student ambassador
 Virtues (YOU Matter school-based program)
 Morning announcement
 Spirit Week (Monthly)
 Student Council

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
 Daily Class Meetings/Monthly School Meetings
 Virtue Language (YOU Matter) Each month the school will meet to discuss the virtue word for the month. The Virtue words for this year are (Motivation, Assertiveness, Teamwork,

Tenacity, Empathy, Responsible) These virtues will be discussed during Morning announcements, sample discussion templates will be made available for teachers to use during morning meetings.

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.)

Refresher sessions will be available in the areas of Conscious Discipline, Restorative Practices
Outside Therapists and BCPS Central Office staff will be solicited to provide support if necessary.

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.

Daily discussions/conferences with students

Monthly incentives TBD-Bingo, Board Game Day, Extra Recess, Team Day, No Homework Week, Dance Party(TRL version)

Gator Shout-Outs-morning announcements, bulletin board/tv

Big Gator Shout-Outs (staff 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.

Teacher managed behaviors-

- Work refusal
- Student conflicts
- Minor disrespect
- Recess/ café issues
- Attention seeking

- Misuse of materials

Counselor managed behaviors-

- Harm to self
- Threat to self
- Family concerns
- Suspicion of Abuse/Neglect

Administrator-managed behaviors

- Elopement
- Threat to harm others
- Physical attack on a staff member or student
- Transportation (bus referral)
- Weapons
- Chronic disruptions or attention seeking behavior
- Extremely unsafe behavior

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.

Walkie-talkie for administrator
 Administrator will call for support, if needed (guidance/nurse), upon arrival
 Student removal from class
 Investigation/ Parent Call
 Follow-up with teacher with information about consequence

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.)

Referral form will be designed during the month of September. Data will be shared with the staff. Revisions to the referral form will take place after the first two quarters.

Social-Emotional Learning check-ins will occur on a bi-weekly basis with the assistant principal, school nurse, school counselors, and school psychologist

Section 5: Miscellaneous Content/Components

N/A

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