## 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.

Lori Widney, Elizabeth Fair, Kristy Wiggins, Karen Norton-Smith, Adrienne Newport, Sarah Holmes, Laura Guelcher

### 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)

County wide:

African American students are disproportionally identified for special education services within the intellectual disability category and emotional disability category, suspension rates for African American students are also disproportionate.

School wide:

At our school, the Kindergarten through Grade 3 2019-2020 September 30th enrollment indicates that our demographics are as follows: 49% Black or African American, 29% White, 5% Hispanic, 12% Two or More Races, 3% Asian, and the other races comprise the remaining 2%. Thirteen students are identified to receive special education services. The official September 30 enrollment indicated that our total student population was 170. However, by March, the enrollment decreased to 148.

At our school, the Kindergarten through Grade 4 2020-2021 June 29th enrollment indicates that our demographics are as follows: 54.54% Black or African American, 22.72% White, 4.54% Hispanic, 13.63% Two or More Races, 1.81% Asian, and 0.91% American Indian or Alaskan Native, and the other races comprise the remaining 1.85%. 16 students are identified to receive special education services.
Attendance

The 2019-2020 attendance rate recorded for the period between the opening of the school year and March 2020 was 95.94% and chronic absenteeism was 8%, and moderate absenteeism was 9%. The moderate absenteeism rate was 27% for the Hispanic student group(s). Among special services, the chronic absenteeism rate for the students receiving special education services is 22%. Among other special services, the rate for the FARMS student group is 13%.

The 2020-2021 attendance rate recorded for the school year was 95.41% and chronic absenteeism was 9%. The demographic breakdown for students with chronic absenteeism is as follows: 3.63% Two or more races, 0.45% White, 4.54% Black or African American, and 0.45% Asian.

Teacher and Administration Retention Rate:
For the 2019-2020 school year the retention rate of teachers and administrators was 46.15%. The retention rate for the 2020-2021 school year was 85%.

Stake Holder Survey 2020-2021:
Academic aspirations 82 %
Belonging 76.1%
Black or African American students report 3.7% unfavorable and very unfavorable combined sense of school belonging
Student Support 74.8%

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

There is disproportionality within student groups for attendance. 22.2% of students indicated they were bullied in 2020-2021, 31.4% indicated they witnessed bullying. For sense of belonging and student support domains, Blacks or African Americans reported the highest unfavorable scores.

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

To decrease the number of Black and African American students who are on the school’s chronic attendance list. (Decrease the chronic absent rate from 9% to 7%)
Decrease the percentage of students experiencing or witnessing bullying.

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.

Turtles will make helpful choices, turtles will keep their school safe. PowerPoints will be shared on Wednesdays with teachers. The code of conduct will be shared during morning announcements and morning meetings as well as school wide grade level assemblies. Posters will be displayed around the school building. The Behavior Matrix will be shared with teachers and staff who will in turn teach students.

Turtle PRIDE – I have Turtle Pride. I have a Positive Attitude. I am Responsible. I will try my best. I will Do Kind Things. Everyone is safe.

P – positive attitude – encouragement and positive intent
R – Encouragement – choices positive intent and consequences
I – composer – choices, assertiveness, consequences
D – Empathy and encouragement
E – composure and choices

Expectations will be reinforced with classroom and schoolwide competitions.

Path to Turtle PRIDE – Turtle Tokens advertised in showcase and around school. Staff will give turtle tokens for positive behavior. These tokens will be put into a drawing at the school wide assemblies.

Students vote for a peer who exhibited or showed growth for the month.

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.

K-2 and 3-5 will meet in assemblies (alternating Tuesdays PM).

Teach expectations during first all school assembly. Continue teaching expectations during morning meeting (2 weeks). Reiterate expectations during announcements. Reinforce expectations during bi-weekly assemblies.

Incident reporting form is used to identify minor and major incidents.

School wide reteach in January (refresh expectations and routines)

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.

SWPBP will be shared at Watershed Board meetings, in monthly newsletters, at Back to School night, on the Watershed website, and at parent committee meetings.
SWPBP will be shared with the Equity committee through staff directed collaboration and evaluated through whole school surveys each semester. A Student Board will hold monthly meetings during the school day to evaluate school climate, discuss ideas for reinforcing positive behavior, and communicate information to classmates.

### 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**- Teaching and reinforcing Code of Conduct, teacher redirection, teacher implemented response to behavior.
- **Tier 2**- possibilities include: SST referral, consultations with parents, consultations with support staff, collaboration between teachers, referral to outside mental health provider or community stakeholder, minor incident reports.
- **Tier 3**- Referral for functional behavior assessment, referral to IEP team, individualized counseling services with counselors, psychologist, social worker, referral to outside mental health provider or community provider.

*Awareness of cultural norms through collaboration with parents and community members when considering interventions.*

#### 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.*

- Integrate SEL competencies through welcoming ritual, engaging practices, optimistic closures
- Safe places in classrooms for students to process feelings
- Safe places in hallways
- Brain Breaks
- Sensory hallway (nurses’ hallway?), sensory outdoor space
- Trainings for teachers on ways to implement social-emotional learning practices, equity trainings

#### 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 will be infused into the school’s programming through morning meetings, monthly counselor lessons, and bi-weekly assemblies.
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 given on SEL learning practices, the code of conduct, common language and common classroom signals, culture and equity, fostering growth mindset and resiliency, and Trauma Training through BCPS Mental Health Services.

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.*

There will be a variety of positive consequences, acknowledgements, recognitions, and/or incentive that are linked to the behavioral expectation and rules, including but not limited to Spirit days, Special assemblies, making teachers do strange things, Genius hour (google), lunch bunch, Mix it up day (choice of seating at lunch or in the classroom), spirit days, and extra recess. Teachers will be urged to reward improvement in areas, not just perfection. The School Climate Committee will use data from student board meetings about code of conduct implementation to ensure equity. Incorporate school incentives into individualized behavior intervention plans.

Students will be given turtle tokens for exemplifying expectations. Tokens will be recorded using a class chart and later used for individual and class recognitions and acknowledgments.

Individual student turtle tokens will be combined to provide extra rewards for whole class. Individual student turtle tokens will allow students to participate in a reward drawing at school assemblies. Classrooms will have 100’s chart to track number of turtle tokens given to meet standard of reward. Teachers will have creative freedom to implement reward activity.

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 attached Incident Reporting Form
### 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.

See attached Incident Reporting Form.

Student Crisis Team will report: Lori Widney, Elizabeth Fair, Laura Guelcher, Sarah Holmes, Jeff Mendel, Lizzy Brickman.

### 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:
- Monitor and analyze SEL referral and turtle token data bi-monthly at committee meetings
- Monitor and analyze SEL crisis support data bi-monthly at committee meetings
- Monitor and analyze data from monthly Student board meetings and teacher fidelity checks regarding implementation of Schoolwide Positive Behavior Plan and code of conduct teaching and reinforcing
- Monitor and analyze minor referral documentation and separate parent contact

Teachers can use school wide messaging to reinforce the Schoolwide Positive Behavior Plan.

### Section 5: Miscellaneous Content/Components

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