Schoolwide Positive Behavior Plan
Baltimore County Public Schools

Date Completed: 7/18/2023   **School Year 2023-2024**
School: Warren 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.

The school has identified a School Climate Team which is composed of two administrators, primary and secondary teachers, and student support services staff (school psychologist, school social worker, school counselor). The team will meet quarterly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions.

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, Hispanic, and/or other student groups. (Information may be from School Data Story)

The Warren Elementary School Data Story 2022-2023 reflects the following school demographics: 40% Black/African American, 31.1% White, 20.5% Hispanic, 4.4% Two or more races, 3% Asian. 12.3 % English Learner, 47.7% Free and Reduced Meals, and 11.9% Special Education. Chronic absenteeism reflected disproportionality for Black/African American and Hispanic/Latino student group(s).

The 2022-2023 Stakeholder survey yielded the following results:
Students reporting most frequently experiencing bullying in the classroom and witnessing bullying in the classroom.
Hispanic students reported the highest as unfavorable for Academic Aspirations and the highest as favorable for the White student group.
Black/African American student group reported the highest as unfavorable for Belonging, whereas the highest as favorable was the Two or more races student group.
Lastly, Hispanic student highest as unfavorable for Student Support and the most favorable results for the White student group.

A student climate survey completed by 71% (110) students in June 2022 revealed the following responses:
I feel safe at school – Always/Often – 77.3%
If I feel unsafe, I know what to do – Always/Often – 69%
There is a safe adult at my school who will help me if I need it – 87.6%
I get along with other students – 69%
Most of the time I feel like I can concentrate on learning without other students distracting me – 60.7%
My school has clear rules for behavior – 91%

Data Analysis

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

The data demonstrate that academic aspirations, belonging, and student support areas need improvement to be equitable. Students reported feeling safe and knowing that there is an adult to help them with fewer reporting knowing what to do if they feel unsafe. This is an opportunity for improvement as well as increasing concentration and getting along with other students.

Climate Goals

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

Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.

Teachers explicitly teach and model social emotional learning skills and Conscious Discipline strategies and integrate them into academic content.

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.

Warren Code of Conduct:
I am expected to be: Safe, Responsible, and Respectful. I am expected to learn something new today.
Schoolwide expectations will be communicated consistently with specific examples and non-examples and all the senses for what it looks like. We will take pictures of our students engaging in the expected behaviors and laminate them onto be posters.

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.

Teachers will be provided time and guidance during Teacher Orientation Week to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to consider their behavioral expectations for the components of their instruction such as group instruction, small group instruction, independent learning, etc. They will be encouraged to teach these expectations, routines, and procedures from the first day of school and to have visual representations of them. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their corrective procedures should students need more guidance. Resource materials will be provided for teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the classroom. Teachers can share positive experiences in the Warren Weekly newsletter for their colleagues to benefit from. Teachers will complete the self-reflection tool periodically to measure growth and Climate Team effectiveness.

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 expectations (Code of Conduct) will be shared with families. For example, students will be assigned make/find something at home to represent the expectations, student-climate group, parent presentation (dinner), parent cafeteria volunteering, parent climate group, sending expectations to parents, translator for back-to-school night and sneak a peek, back to school night teachers using the same slide to present the expectations. It will be described and explained in the school newsletter and teachers will reference the Code of Conduct and the schoolwide and classroom expectations in their Back-to-School Night presentation. The School Code of Conduct will also be placed on our school website with information about our Schoolwide Positive Behavior Plan. The School Climate Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during the school year.

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 –

Conscious Discipline: Calm down corner, strategies, breathing
Climate team will look at data

Tier 2 –
Identifying at-risk students and proactively transitioning into the new school year and expectations
Check In/Check Out
Zones of Regulation

Tier 3 –
Reviewing multiple sources of data that have been implemented over time

*Request consultation for support from Climate Team member

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.

At Tier 1 the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. All teachers will use Classroom Circles to encourage relationship building. The school is committed to Conscious Discipline at all grade levels. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. When needed, the teachers will receive support from the Climate team to provide scaffolding to their students who require more support with the expectations. The school does have small group counseling opportunities for students provided by the school counselor, school social worker, and/or 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.

The school has implemented Character Education where the school counselor will take the lead to identify a specific virtue each month. There will be lessons and follow up activities to promote learning and application of that virtue. Virtues will be related to the four expectations in the Code of Conduct.

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.)
Conscious Discipline PD – Each monthly professional development session will focus on behaviors of adults and the impact it has on student behavior. The skills align directly with the BCPS Student Handbook. Restorative Conferencing Classroom Meetings Self-Regulation Practices

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.

Positive incentives should be non-tangible; for example, lunch bunch, board game day, bring a stuffed animal from home, etc.
Each class will have a Morning Meeting and Afternoon Meeting (last special included) to set a goal and review whether the goal was achieved. Goals should be achievable (for example, 90% of the day, even with 4 call outs still meets the goal).
Each class will have responsive classroom meetings as needed to address issues.
Grade levels can decide on how progress is measured throughout the day (i.e., stars, etc.)
Other staff members will recognize classes throughout the day to positively reinforce expectations.

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 that primarily affect only the student
Behaviors that tend to interfere with others' learning
Behaviors that affect an orderly learning environment

Referred to an administrator:
Behaviors that cause harm or are illegal

Teachers can request support from a climate team member at any time using the request form.
Some strategies that will be used include:
Restorative Conversations
Preventative measures – prescheduled breaks, check-in/check-out

Buddy classrooms
Resource staff – related service providers and staff without students at the time

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.

CPI trained and certified – Samantha Yuhanick, Heather Yeager, Andre Jones
Threat assessment team – School Psychologist, School Social Worker, School Nurse, School Counselor, Principal

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.)

Data to be collected/reviewed include teacher completed data tracking form (from template provided to them), referral form, document of consultation, positive classroom climate look-for results).
Action steps for School Progress Plan in the area of Climate:
Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.
Teachers explicitly teach and model social emotional learning skills and Conscious Discipline strategies and integrate them into academic content.

Section 5: Miscellaneous Content/Components

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