



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

Date Completed: 8/31/2022

School Year 2022-2023

School: Elmwood 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>
Elmwood has identified a School Climate Team which is composed of an administrator, grade level teachers, a special educator, a special area teacher, and a member of the student support services staff. The members of the School Climate Team represent the diversity of the members of the school. During the 2022 school year, Elmwood will have a student council, which includes 5 th graders during the first semester and 5 th and 4 th graders during the second semester. Student Council members will consult with members of the School Climate Team to provide student voice and feedback about the interventions, the climate of the school building, and the social-emotional supports provided. This year, the Climate Team will seek support and input from current parents/guardians on the SWPBP. The School Climate Team has reviewed previous data and will monitor current data based on attendance and Care Team referrals at their monthly meetings in order to monitor the effectiveness of the practices and interventions as well as to use available information to make informed choices about modifying current practices and/or selecting other evidence-based practices to support students' social-emotional needs. This also includes recognizing the need for professional learning to encourage the staff to implement the practices with fidelity. Team members: Jeff Hogan, Laura Rode, Katie Shaw, Haley Loughlin, Kiley O'Hara, Elizabeth Ciganek, Sherry McDuffie, Jodie Desantis-Porter.
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>
Elmwood will analyze attendance data, school-wide surveys, and referral information through an equity lens to reflect on the social-emotional needs of students and particular student groups. Some strategies to address the disproportionality are Check In-Check Out, Care Team, new student groups and social skills groups. Elmwood is also providing professional development to all staff on restorative practices and Conscious Discipline. We continue to be a

Conscious Discipline Focus School and will continue to reflect and strengthen our practices. We are meeting monthly with grade level teams to facilitate academic and social emotional discussions. We our scaffolding instruction to individualize learning experiences for students.

Data Analysis

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

The 2021-2022 Stakeholder Survey domain values were 80.1 77.3 for Academic Aspirations, 60.6 61.2 for Belonging, and 74.3 75.2 for Student Support. These results indicate that student perception has improved for Belonging and Student Support. Academic Aspirations remained stable since 2018-2019. In 2021-2022, 41% indicated that they were bullied, and 65.7% reported that they witnessed bullying.

The 2021-2022 Academic Aspirations domain results indicate the most favorable results for the Black student group. In contrast, the Hispanic student group reported the highest as unfavorable among racial groups. The 2021-2022 Belonging domain results indicate the most favorable results for the Black student group. In contrast, the Hispanic student group reported the highest as unfavorable among racial groups.

The 2021-2022 Student Support domain results indicate the most favorable results for the Hispanic/Latino student group. In contrast, the Multiple Races student group reported the highest as unfavorable among racial groups.

Attendance/Chronic Absenteeism

The 2021-2022 attendance rate was 89.94%; a decrease from the previous year. Among special services, the chronic absenteeism rate for the students receiving special education services is 43%. Among other special services, the rate for the FARMS student group is 44%, and the rate for the English Learner student group is 42%.

Suspension Rate Student Group Summary Statements

Black/African American students are suspended at rates higher than their non-Black/African American peers.

Students eligible for Free and Reduced Meals services are suspended at rates higher than their non-Free and Reduced Meals peers. The suspension rate risk ratio for students eligible for Free and Reduced Meals services at Elmwood Elementary is greater than the same measure for all BCPS elementary schools.

The 2018-2019 suspension rate was 3.53%, an increase from 2017-2018. The 2021-2022 suspension rate was 2.68%, a decrease from previous years.

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.

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 school has a school-wide Code of Conduct that states: [Together we SOAR to Success by showing Self-Discipline, Orderliness, Accountability, and Resilience]. These schoolwide expectations have been reviewed to assure cultural relevance and sensitivity to the needs of our students and staff. The school has developed a visual representation matrix of what the schoolwide expectations look like in the various parts of the school building. This can be found at by clicking [here](#). All teachers will reference the specific language of the expectations and will teach the schoolwide expectations to their students. The School Climate Committee has developed a teaching schedule for the staff and specific lessons have been developed and distributed for the teachers to use when teaching the schoolwide expectations. Our students also recite our SOAR Pledge and Code of Conduct on the Morning Announcements each day, which include the virtues in SOAR EAGLES.

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. [A matrix is provided and is included in the Resources.] 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. Examples of reinforcers will be provided, and teachers will be encouraged to develop their menu of reinforcers. Click [here](#) to view information about Elmwood’s SOAR Scores. 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. Refer to Section 4 of our [Elmwood Climate Handbook](#) for additional information on responding to behavior, including classroom managed versus office managed, support request form, and flowchart detailing the response to undesirable behavior. During the 2022 school year, Elmwood will begin to implement a House System to reinforce and recognize our TIER 1 school-wide behavior expectations. For additional information about the House System, please click [here](#).

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. It will be described and explained in the School Handbook and teachers will explicitly explain 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 behavioral reinforcement system will also be explained to parent in numerous ways (handbook, teacher newsletter, conferences, etc.) While the school has made a deliberate effort to be culturally responsive, the School Climate Committee will obtain parent and guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations through surveys during the school year. The school will also encourage parent/guardian feedback when families have opportunities to engage with school staff. The School Climate Committee will also develop informal surveys to obtain student voice about the practices and interventions that the school has initiated. The information obtained from students and families will help to inform any changes that may need to be made mid-year and/or will be considered for next year's Schoolwide Positive Behavior Plan. The school will make a concerted effort to engage families in the shared decision-making process.

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 of interventions and supports offered by our school at the Tier 1, Tier 2, and Tier 3 levels. At Tier 1 the school provides Morning Meetings/Circles, SEL 3 Signature Practices, as well as the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. At Tier 2, there are small group opportunities provided by the school counselor, school social worker, and school psychologist. At Tier 3, some students have FBA/BIPs and some students are seen individually by the school staff or by the community mental health partner, Balance Point or Villa Maria. The team has evaluated and determined the effectiveness and cultural relevancy of these practices for our student body. The School Climate Team will continue to review data throughout the year to determine if these interventions are sufficient or if other practices and interventions would be needed by our students. The Care Team [the team that monitors the Tier 2 and Tier 3 supports] will continue to monitor the entrance criteria and exit criteria for Tier 2 and Tier 3 interventions as well as the progress of the students accessing those 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.

At Tier 1, some of the staff have been trained in the use of Community Circles to encourage relationship building and the administration encourages and supports all teacher to use Community Circles. All staff have been trained in the use of the SEL 3 Signature Practices to foster supportive environments and build SEL skills and the administration encourages and supports all teachers to use the SEL 3 Signature Practices. The school is also committed to Conscious Discipline at all grade levels. The school applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced as well as Behavior Specific Praise. At Tier 2 the school social worker, and/or school psychologist provide small group counseling. There are designated groups that are using the Zones of Regulation and Superflex. The school staff have been encouraged to complete the Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults.

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 been implementing and will continue to implement the Virtues Project. The MTSS Resource teacher and SEL teacher take the lead and there are virtues identified each month. The virtues are reflected in our Code of Conduct and in “SOAR EAGLES”. Students recite the virtues in a pledge each morning on the announcements. Student voice is encouraged in the selection of the virtues to be discussed. [SOAR Ambassadors](#) also assist with the lesson planning and delivery of the lessons. Lessons are provided to the teachers, announcements are made, and there are follow up activities. Additionally, there are other activities during the year that support Character Education. The school celebrates with instructional activities such as Random Acts of Kindness Week, Children’s Mental Health Matters Week, and Bullying Prevention Week. In September, Elmwood will host a “Paint with Positivity” Night in which families will create a canvas that displays our virtues and/or a positive message. These will be hung throughout our building. In May, we will host a Mindful Event to promote Children’s Mental Health.

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.)

[In August-September- In Service Day: Review MTSS umbrella, explanation of where we’re going this year with the Safe and Secure goal (considering diversity of race/culture and learning styles); highlights of CD Safety; expectations for school-wide PBIS/CD structures and routines, resources. Staff will also be provided with a list of procedures that they can establish with support from the MTSS teacher and Staff Development Teacher to help make their classrooms safe and welcoming.

In October- Fall book study focusing on building positive classroom communities
 Follow-up from 2021 on growth mindset and goal setting- link to WIN
 Family workshop to review/seek feedback on school-wide positive behavior plan

In November- Collect data from staff and students on belonging and safety (also use targeted areas on MFI)

Review data from Quarter 1 Care Team referrals and staff/student survey, provide specific PD based on data needs

Additionally, this year the school will implement a Tier 2 intervention, Check In, Check Out, and will inform and train all teachers about this program and the role of the teacher in its implementation. The School Climate Team also plans to have a mid-year survey to obtain teacher voice about topics for which they would like more information and instruction. The MTSS teacher also plans to develop a coaching support system through residency cycles 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 and/or provided a booster session on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. The School Climate Team will develop a system of acknowledgements that can be used schoolwide and/or grade level specific and will encourage grade levels teachers to work together to reinforce the system. The School Climate Team will develop a variety of ways to positively reinforce students for demonstrating expected behavior (e.g., Behavior Specific Praise, positive note home, tickets with a menu of reinforcers, Student of the Month, etc.). Student voice was obtained in developing reinforcers that are meaningful to them.

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 problematic behaviors and clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed. A flowchart has been developed to detail the expectations [Click [here](#)]. A Teacher Support Request Form has been developed and distributed via email to the staff. [Click [here](#).] A Care Team Request Tracker has also been developed by the Care Team to monitor areas of need. [Click [here](#).] Teachers have been given additional resources and information to assist them in expanding their classroom management tools. The school staff have been trained in Restorative Practices and are encouraged to use these strategies when faced with unexpected behavior in the classrooms.

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.

The school has identified members of the Behavior Threat Assessment Team (BTAT) and these staff members are encouraged to meet on a regular basis to address procedures regarding students who present with threats to harm themselves or threats to harm others or property. The BTAT meets monthly and has ongoing communication with administration. The BTAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress. The school has developed a plan that could be implemented should a serious situation occur and the students need to vacate a classroom due to a specific student's extreme behavior. The school has developed a good working relationship with their Safety Manager. Additionally, the school and the School Resource Officer (SRO) have clear understandings about the roles each play when dealing with student disruptions (i.e., discipline vs. law enforcement).

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 discusses data, practices, and systems at the monthly meetings. There is an efficient method for reviewing data and this occurs regularly at the meetings. The School Climate Team has identified a process for collecting data [suspension data, office referral data, and classroom referral data where applicable]. A specific member of the team has been designated to provide the data at the team meetings. Additionally, the team reviews the interventions and practices and discusses their implementation. They discuss the fidelity of implementation and if data needs to be collected to determine fidelity. The team also discusses if there are systems that need to be put in place to support staff to implement the practices more effectively.

Section 5: Miscellaneous Content/Components

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