



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/15/2023

School Year 2023-2024

School: Fifth District Elementary

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.

Kristine Brugge, Assistant Principal
Emily Park, School Counselor
Molly Clark, Grade 1/Teacher Representative

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)

Students eligible for Free and Reduced Meals services are chronically absent at rates HIGHER than their non-Free and Reduced Meals peers.
Students Receiving Special Education services are chronically absent at rates HIGHER than their non-Special Education peers.

Data Analysis

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

Action Step(s):
Increase results of stakeholder survey: domain index: belonging, from 74.6 % to 76.6% or greater.
Decrease the percentage of students chronically absent in student groups: SWD (18) and H (15) from 2023 to 2024.

Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
<p>We believe instruction must be relevant to our students' cultures, interests, perspectives and lived experiences.</p> <p>1. Teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity.</p> <p>2. Classroom routines and expectations promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring.</p>
Section 2: Developing and Teaching Expectations
Expectations Defined
<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>
At Fifth District, Dynamite Dragons R.O.A.R: We are committed to being Respectful, Orderly, Accountable, and Resilient. See attached documents.
Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures
<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>
At Fifth District, Dynamite Dragons R.O.A.R: We are committed to being Respectful, Orderly, Accountable, and Resilient. See attached documents. PD to be delivered during TWB. Resources provided prior to student return.
Family/Community Engagement
<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>
Back-to-School night presentations, monthly school newsletters, teacher newsletters, school website, ROAR awards sent home
Section 3: Developing Interventions and Supporting Students

Resource Mapping of MTSS
<i>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.</i>
<ul style="list-style-type: none"> • Tier 1 – Reinforcing Conscious Discipline Practices, Counseling Classroom Guidance lessons, Classroom/Morning Meetings, Restorative Practices, Use of Time Machine • Tier 2 – Counseling Groups (Lunch Bunch), Peer Mediation Program, SST • Tier 3 – School Psychologist Services, Behavior Intervention Plans (IEP)
Social-Emotional Learning
<i>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.</i>
Conscience Discipline: conflict resolution, problem-solving, making choices, positive intent, building a school family/community, composure, managing emotions, logical consequences.
Character Education
<i>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.</i>
<p>Classroom Counseling Lessons:</p> <p>Topic – Bullying/Resilience/Acceptance and Tolerance – Decrease bullying and demonstrate empathy.</p> <p>Topic – Relationship Skills – Create positive relationships with other students and demonstrate effective coping skills</p> <p>Topic – Character/Self-Regulation/Empathy/Growth Mindset – Foster school success and academic performance; use effective oral and written communication skills.</p> <p>Topic – Celebrating Differences – Demonstrate empathy and celebrate the differences of others.</p> <p>Topic – Coping Skills – Foster school success and academic performance and demonstrate self-discipline</p> <p>Additional character education learning:</p> <p>Effective use of the Time Machine and Peer Mediation to develop strong communication, problem solving and empathy towards others.</p>
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.)

Aug-Sept	Teacher Week Back: Review of Positive Behavior School Plan Introduction of SPP: TWB: SWBPB & Discipline Flow Chart—sharing school-wide Fifth District “THINK SHEET” and apology template, problem solving flow chart. <ul style="list-style-type: none"> •
Oct	Goals for Peer Mediation, review of time machine, introduce Book Study Book: Culturally Responsive Teaching & The Brain; overview/introduction-Chapter1
Nov	<ul style="list-style-type: none"> • Culturally Responsive Teaching and the Brain: Chapter 2 book study
Dec	<ul style="list-style-type: none"> • Culturally Responsive Teaching and the Brain: Chapter 3 book study
Jan	2 nd semester will focus on examples and application

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.

Weekly “R.O.A.R” shout out acknowledgements on the morning/afternoon announcements from a member of the safe and supportive team or admin team. “ROAR” acknowledgments hung on the recognition bulletin board to celebrate.
 Bus: acknowledgement of “ROAR” behaviors on the bus announced weekly
 Café: celebration bulletin board inside the cafeteria for acknowledge of “R.O.A.R” behaviors in the cafeteria.

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: actively supporting individual student behavior plans, actively ensuring student accommodations or behavioral needs are being utilized (wiggle seats, fidgets, access to breaks, providing frequent and interval praise for meeting expected behaviors, teacher intervention for student disagreements, direct teacher conference for use of unkind

<p>words, teacher response to unsafe playground usage or inappropriate bathroom behaviors, bus conflict to use as a teachable moment, cafeteria conflict to use as teachable moment</p> <p>Behavior Referred to Resource Staff (counselor): Danger to self and others, Bullying, repetitive peer-conflict with identified students, threats, unsafe behavior that require a movement break, unsafe behavior that requires direct access to counseling, eloping behavior, bus conflict, cafeteria conflict.</p> <p>Behaviors Referred to Administration: Danger to self and others, Physical Altercation, Bullying, Threats, Eloping behavior, Bus Conflict, Sexual Misconduct</p>
<p>Response for Intensive Behaviors</p> <p><i>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.</i></p> <p>*See attached behavior flow chart</p>
<p>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</p> <p><i>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.)</i></p> <ul style="list-style-type: none"> -Analysis of student THINK sheets -Analysis of Office Referral Log -Analysis of Bus Referrals -Analysis of Peer Mediation Forms -Walk-through notes taken quarterly -Student Focus Groups -Attendance Data
<p>Section 5: Miscellaneous Content/Components</p> <p>News Crew: recognition on the live morning news</p>