



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

Date Completed: 6/29/2021

School Year 2021-2022

School: Bear Creek 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>
R. Matthew Corner, Kathy Kelbaugh, Dana Pollara, Sarah Walter, Lauren Smith, Lauren Hoffman, Jackie Warfield, Caitlin McGing, Melissa Moser
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 school has a Code of Conduct. This has been reviewed to assure cultural relevance and sensitivity to the needs of our students and staff. The school will develop a visual representation of the expectations. All teachers will reference the specific language of the expectations with their students.
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
Click or tap here to enter text.
Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
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 Code of Conduct. In collaboration with staff, it was revised in August 2021: At Bear Creek, we wish others well, make positive and helpful choices, show kindness, and honor our commitments.

The School Climate Team will work on clarifying and updating the expectations for various parts of the building so that children and adults know what is expected.

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. Examples of reinforcers will be identified collaboratively by the staff and teachers will be encouraged to develop their menu of 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.

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 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
<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>
Tier I: Conscious Discipline, Character Education, Equity discussions Tier II: Restorative Practices, mediation Tier III: Crisis Intervention Team
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>
At Tier I, many staff have been trained to use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. The school is committed to Conscious Discipline at all grade levels. The school also applies the basic principles of positive intervention such as providing clearly defined expectations that are taught, practiced, and reinforced. At Tier II, the school does have small group counseling opportunities for students provided by the school counselor and social worker.
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>
The School Climate Committee will discuss how the school will address the character education learning for our students and propose a plan to the faculty. At this time we are considering alignment to the Seven Skills of Conscious Discipline.
Professional Development for Staff
<i>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.)</i>
Whole staff PLC: Conscious Discipline GL PLC: Conscious Discipline

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.

The School Climate Team will collaborate with the staff to identify a variety of positive consequences, acknowledgements, and recognition systems linked to behavioral expectations.

The School Climate Team will monitor the implementation of the plan through quarterly committee meetings using a PDSA model.

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 unexpected (or 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 [insert link to school's flowchart]. Referral forms have been developed and distributed to the staff. Teachers have been given additional resources and information to assist them in expanding their classroom management tools. The school staff have been trained in Trauma-Informed Practices and 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.

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 reviews data at the scheduled meetings. The team tries to review the data with a lens of equity but realizes this process can be improved and will work to do this more effectively this year. The team also discusses how well the interventions and practices are implemented.

This year, the team will identify a specific member of the team to provide the data at meetings. The team will also use the PDSA cycle to evaluate the systems in place and whether coaching or new practices are needed.

Section 5: Miscellaneous Content/Components

NA