



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 8/23/2021

School Year 2021-2022

School: Middleborough 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.

Principal – Jamie Basignani
Assistant Principal – Andrew Sands
School Counselor – Caitlin Edwards
Classroom Teacher – Karla Hoerr
Classroom Teacher – Jordan Neff
Classroom Teacher – Lauren Beck
Classroom Teacher – Rachel McDermott

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 that states: “I am a Middleborough student therefore, I am respectful, responsible, safe, and prepared.” The school has developed a visual representation of what the schoolwide expectations look like in the various parts of the building. All teachers will reference this language and teach the schoolwide expectations to their students.

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 spend time during the first week of instruction to develop student-focused agreements for their classrooms, as well as reviewing routines and procedures based on the schoolwide expectations. They will identify and communicate behavioral expectations for different components of their instruction such as whole-group, small group, and independent learning. Teachers will explicitly teach these expectations, routines, and procedures on the first day of school and to have visual representations of them. Teachers will recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. Additionally, teachers will 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 will be shared with families. They will be communicated 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 collaborate with student focus groups and the parent advisory council to obtain student and parent 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.

The School Climate Team has completed the Resource Mapping but will be evaluating the effectiveness of our practices and interventions over the course of the year. The team will also determine if the interventions are culturally responsive to the needs of our students. At Tier 1, the school provides Classroom 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; Thrive. The School Climate Team that will address the Tier 2 and Tier 3 interventions for students.

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, many of the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. Many of the teachers 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. While the school does have small group counseling opportunities for students provided by the school counselor and school social worker, the school is considering expanding its Conscious Discipline practices.

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 will implement universal visuals and language of schoolwide expectations. Teachers and the school counselor will provide lessons and follow up activities to promote learning and application of the schoolwide expectations.

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.)

Summer:

School Climate Team established

School Climate Team developed universal visual schoolwide behavior expectations

School Climate team created the Schoolwide Positive Behavior Plan

August:

Staff PD #1: Provide professional development on the schoolwide positive behavior plan

- Conscious Discipline
- Schoolwide Behavior Expectations
- Schoolwide behavior currency system implementation

Staff PD #2 – Awareness of school community

Sept./Oct.:

Staff PD: Culturally Responsive Teaching Practices

Nov:

Staff PD: Revisit Schoolwide Behavior Plan implementation for feedback, adjustments as

needed.

Staff PD: Culturally Responsive Teaching Practices

Dec:

Staff PD: Opportunities for personal growth

Jan:

Staff PD: Revisit Schoolwide Behavior Plan implementation

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 revisit the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. Teachers will work with their grade-level peers to develop reinforcement systems (praise and/or concrete positive reinforcers) and discuss how they will be used.

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 behaviors and clear procedures have been developed as to what behaviors are classroom-managed and what behaviors should be office-managed. A student-friendly flowchart has been developed to detail the expectations. Referral forms have been developed and distributed to the staff.

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 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. There are designated individuals who are called upon when a student presents with a threat; an assessment is made; documentation is completed; and recommendations are identified. 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.

Monitoring the Schoolwide Positive Behavior Plan/Data Analysis
<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>
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.