



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 9/2/2022

School Year 2022-2023

School: Winfield Elementary School

Section 1: Initial Steps

School Climate Team

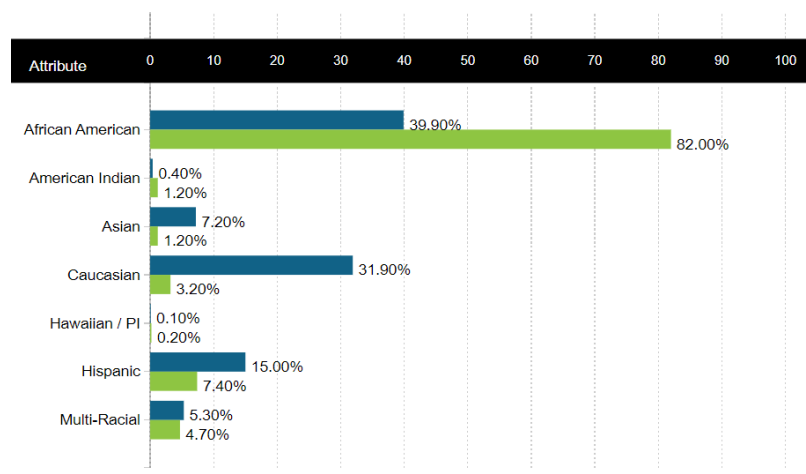
Identify members of a School Climate Team (consider a representative selection of members). The team meets initially to examine equity concerns and data and to develop the Schoolwide Positive Behavior Plan. The team should then meet monthly (minimum quarterly) to assess the effectiveness of the SWPBP on an ongoing basis.

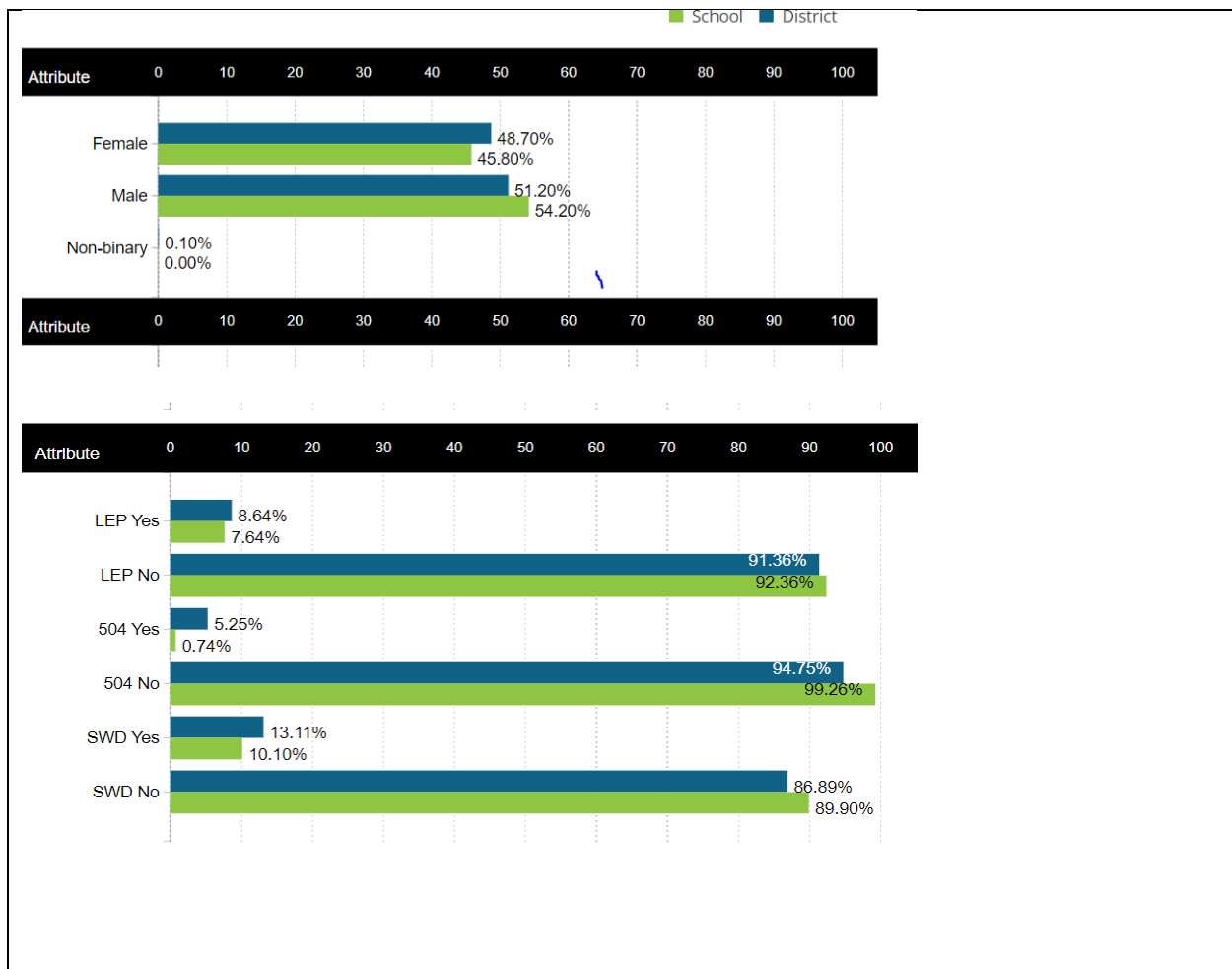
SEL Teacher Janette Matthews
School Counselor Omolola Funmilayo
School Psychologist: Dr. LaFountain
School Social Worker: Kerriann Murray
Special Educator: Angela Shea

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)

Data collected September 2022:





Data Analysis

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

Our school population is predominately African American, with a majority of students on Free and Reduced Meals. We have a need for special education and ESOL services for a large portion of our students and must consider languages spoken at home when corresponding with parents and guardians.

Climate Goals

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

- Classroom teachers will implement developmentally appropriate classroom routines, expectations and evidence based instructional strategies that promote cooperative learning and promote student engagement and curiosity.
- The leadership team will engage in conversations that examine and explore educator personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that teachers create for students.

<h2 style="text-align: center;">Section 2: Developing and Teaching Expectations</h2>
<h3>Expectations Defined</h3>
<p><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></p>
<p>Winfield High Five Code of Conduct: I am Respectful, Responsible, Safe, Prepared, and Cooperative.</p> <p>There are posters for each area in the building, and the pledge is recited daily on the morning announcements.</p> <p>Schoolwide Character Pledge recited daily and reinforced through schoolwide mammoth square incentives.</p>
<h3>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</h3>
<p><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></p>
<ul style="list-style-type: none"> • Check-ins using the Incredible 5-point scale: Each day, teachers will check in with students by allowing them to identify their current level on the scale. Students can share out if they would like to but are not required. • Morning Greetings: Teachers will engage students in a morning greeting at the door upon arrival each morning allowing them to connect with teacher in a positive way. • Brain Smart Start/ Morning Meetings): Every morning, teachers will implement the Brain Smart Start/SEL Check-in with their classes. The four components of this will include: an activity to unite; an activity to disengage stress; an activity to connect (this can include special greetings); and an activity to commit (setting goals and intentions for the day). During this time, teachers and students will do the “Wishing Well” (per Conscious Discipline) to acknowledge when students are absent, wish them well, and welcome the students back after being absent. • Use of Safe Space: In each classroom, teachers will have a designated safe space complete with items students can use to calm down and self-regulate. Included in this space will be the Conscious Discipline breathing strategies, “I feel” and “I calm” print outs, the Incredible 5-Point Scale, and a timer. Teachers will model how to use the safe space for students in the beginning of the year and continue to do so. • Closing Circles: Time permitting, at the end of the day, teachers will have students highlight a low and a high for the day and any corresponding feelings around this.

- **Time Machine:** For conflict resolution in the classroom, teachers will teach, model and implement the Conscious Discipline Time Machine strategy for students.

Review and reteach. Teachers will review and reteach all SEL routines and rituals periodically.

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.

- Have a table at back-to-school night
- Title 1 Family Engagement Compact
- Included in the first monthly newsletter of the school year
- SEL tips that connect to the schoolwide positive behavior plan will be include in the newsletter for each month
- Have teachers include the expectations in their back-to-school night presentations
- Post and publish information on the school website in multiple languages.

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: We will continue to use resources such as, Conscious Discipline, Restorative Practices, PBIS, the Incredible 5-Point Scale, and Second Step. SEL lesson plans are provided via the health curriculum in conjunction with Conscious Discipline based on CASEL Standards (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making).

Tier 2: We will continue using our mentoring programs and check-in/check-out, Big Buddy/Little Buddy (peer mentoring), and Girl Scouts. The SEL Team also provides consultation for teachers as needed, on a case-by-case basis. SSW teaches FALS students social skills each week.

Tier 3: We will continue using referrals to SST, Counselor, Social Worker, and our school-based mental health partnership as needed and appropriate (Thrive or Hope Health).

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.

Teachers will use the Second Step curriculum, CASEL Standard lessons (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making), school counselor monthly grade level lessons with classroom teacher participation, resulting in common language and common strategies for student self-regulation.

SEL Team will provide a large-scale PD in the beginning of the school year to provide training, along with monthly refresher trainings, and teacher consultations as needed.

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.

Our character education program will be Bucket Filling. SEL Team and teachers will educate the students on Bucket Filling, and each educator will receive a copy of "Have You Filled a Bucket Today?" book to teach about character education and how to be kind to one another. Educators will have more flexibility around lessons for 4th and 5th grade to make it more developmentally appropriate. We will also utilize a monthly Virtue/Character trait along with read alouds to highlight that monthly virtue/trait. Students will be recognized for displaying evidence of the targeted monthly virtue/trait through the use of daily morning and afternoon shoutouts.

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.)

The SEL Team will hold monthly grade level PD's around the different areas of the School Wide Behavior Plan (see above for details regarding specific subjects). In addition, the administrative team will request targeted PD based on informal observations and school-wide discipline data in order to target specific PD for teachers.

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.

We will continue to use mammoth squares, have a school store, and hold school wide events. There will be a tiered system of recognition (mammoth shout outs): individual; classroom; and school-wide. Shoutouts are color coded to provide data on frequency of affirmations. SEL

Team will speak to teachers in grade level meetings to determine plan for celebrations and recognition.

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.

We have an outline SEL support process for teachers to follow based on the student handbook.

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.

Our SEL Team responds to crisis calls. A document is available for viewing upon request.

Appropriate referrals include:

- Chronic disruptions (after the teacher has made attempts to change the behavior which include taking a time out in classroom or a buddy Teacher's room)
- Major damage or destruction of property (then notify the office)
- Inappropriate/ unsafe classroom behavior that may endanger student, classmate or teacher.

We have a SEL Team that responds to behaviors in the classroom; We also have a threat management team (School Counselor, School Psychologist, School Social Worker) that handles all threats to self and others.

Threat Management Protocol/Flowchart: Documents for in-person threat management protocol available upon request- calls will be made to support by office/walkie.

Threats to harm self or others will be reported to SEL staff and administration. If an assessment is completed, parent will be notified on that date.

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.)

SEL Teacher will continue to collect behavior log information for crisis/behavior calls including student name, referring teacher, time in, time out, behavior, and response. Data will also be collected for positive affirmations and analyzed each month during SEL Team meetings.

SEL Team will discuss and explore referral form with administration.

Section 5: Miscellaneous Content/Components
N/A