



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

**Date Completed: 8/16/2022**

**School Year 2023-2024**

**School: Stoneleigh Elementary**

<b>Section 1: Initial Steps</b>
<b>School Climate Team</b>
<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>
To maintain a safe and orderly learning environment that promotes our school vision and mission it was determined by administration in collaboration with all staff to address concerns brought to faculty council that we develop a written plan that outlines how Stoneleigh Elementary School Staff will implement Baltimore County Public School’s Student Handbook. This plan was developed collaboratively between administration and school staff in a series of planning and work sessions during the summer of 2021 and spring and summer of 2022. This plan will be implemented and evaluated each year with revisions occurring as needed each summer.
<b>Equity Lens</b>
<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 2021-2022 Stakeholder Survey domain values of 78.7 for Academic Aspirations, 73.4 for Belonging, and 75.5 for Student Support of all students indicated favorable or very favorable. The 2021-2022 Belonging domain results of favorable for the Black/African American student group will be stable. The Hispanic/Latino student group which reported the highest unfavorable among racial groups.
<b>Data Analysis</b>
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
Asian and black students are suspended at rates higher than their white peers. Students eligible for special education are suspended at rates higher than their non-special education peers.

<b>Climate Goals</b>
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
The 2021-2022 Stakeholder Survey domain values of 78.7 for Academic Aspirations, 73.4 for Belonging, and 75.5 for Student Support will increase as part of the 2022-2023 Stakeholder Survey. The 2021-2022 Belonging domain results of favorable for the Black/African American student group will be stable. The Hispanic/Latino student group which reported the highest unfavorable among racial groups will increase to favorable as part of the 2022-2023 Stakeholder Survey.
<b>Section 2: Developing and Teaching Expectations</b>
<b>Expectations Defined</b>
<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>Stoneleigh School Pledge  I will be respectful of others.  I will be trustworthy.  I will be responsible for my choices.  I will be safe.</p>
<b>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</b>
<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>To maintain a positive learning environment, we will work to develop a school climate that is centered around instruction on how to work together as a school family. We will develop and implement structures and routines that support educating students on how to be kind, caring, and compassionate students while also applying logical consequences for behaviors that are aimed at hurting others whether purposefully or inadvertently. Students, when given clear expectations and supports with the experience of natural consequences and accountability for their choices will learn how their actions impact others and themselves.</p> <ul style="list-style-type: none"> <li>- School Staff will receive an overview of the BCPS Student Handbook and Schoolwide Discipline Plan along with a copy of the plan for reference during teacher week.</li> <li>- Teachers will inform students of schoolwide expectations and class incentives as they develop classroom rules and expectations during the first month with students.</li> </ul>

- Administration will provide students with the annual handbook training within the first few weeks of the school year. Administration will conduct monthly handbook trainings for newly enrolled students. A midyear refresher will be coordinated as needed.

**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.*

Parents will be informed of schoolwide procedures during back-to-school night when attending classroom/grade level presentations. A follow-up video from administration will be sent to all families afterwards to reiterate the plan and ensure any families not present are aware of the expectations.

Establishing rapport with new students each year is a vital component of an environment conducive to learning. Many students won't care until they know you care. It is also important that your first contact with parents is not negative about their child. Positive communication can be in the form of a phone call, note, or face-to-face conference. Parents also want to know that you have their child's best interests in mind.

Behaviors that occur inside and outside of the classroom are generally to gain attention from peers or adults. Remember that behaviors can stem from conditions beyond the student's control; therefore, additional inquiry to find the root of the problem may be necessary. As with any intervention, it takes more than one or two times trying a strategy before progress will be noted. At minimum, studies show it takes up to six weeks to disrupt a behavior.

**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.*

Conscious Discipline is an evidence-based, trauma-informed approach adopted by Stoneleigh Elementary in all grades and supported by BCPS through the Office of Multi-tiered Student Support. Conscious Discipline provides an array of behavior management strategies and classroom structures that teachers can use to turn everyday situations into learning opportunities. Conscious Discipline encompasses these four components, which are scientifically and practically designed for success: brain state model, 7 powers of conscious adults, creating the school family, 7 skills of discipline and success.

**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.*

The school has regularly been implementing Morning Meetings. We acknowledge the power they have when students and staff have developed a strong, trusting relationship. Opening the classroom for relationship building and discussion of everyday topics is a great way to set the tone for a positive classroom climate. Morning meetings will occur as assigned in the daily schedule to build and maintain the classroom community. Class meetings should focus on building classroom community and relationships by including morning greetings, feeling check-in, learning/practice, school families celebrations, school family commitments, and addressing classroom issues using virtues language and restorative language.

### **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.*

Each month we focus on a school-wide virtue beginning with respect, trust, responsibility, and safety. In addition, each month students participate in grade-level appropriate topics as part of the BCPS School Counseling curriculum. When we purposefully teach virtues and hold open honest discussions, we develop a classroom community that is strong and can handle tough conversations in a positive, productive manner.

### **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.)*

Teaching staff will participate in the e-course offered by Dr. Becky Bailey through school based professional development.

## **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.*

Reinforce and Reward Appropriate Replacement Behaviors (could include but are not limited to):

- STaRR Acknowledgement (A student shout out that emphasizes the language of the school pledge: Safe, Trustworthy, Respectful, and Responsible. Other is included so that teachers could add a different virtue as demonstrated. STaRRs will be acknowledged by administrators and displayed in an inviting and celebratory way.)
- Participation in monthly grade level incentives
- Participation in quarterly schoolwide incentives
- Utilize point sheet that targets specific behaviors
- Menu of reward choices (ex: computer, access to gym, walk, draw, toys, music, snack, video, books, play-doh, puzzle, dry erase board, rest...)
- Classroom helper
- Positive note/call home for positive behaviors
- Earn additional recess/reward time
- Check in/Check out daily with preferred staff member
- Provide verbal praise
- Mentor younger students
- Positive interactions with adults
- Special Days (i.e. Pajama Day, Stuffy Day, Glow Day, etc.)

Tangible Rewards (could include but are not limited to):

- Provide student times to have the desired activity/object
- Provide choice of activities/materials
- Designate an area where tangible reinforcers are available (i.e. classroom and administrative treasure boxes)

### **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.*

Stoneleigh Elementary Staff will follow the Student Handbook of prevention, logical consequences, and restoration outlined by Baltimore County Public Schools. It is important that all staff is familiar with the BCPS Handbook. Office referrals will be completed for behaviors that are chronic and have been previously discussed and documented with families or for behaviors that are category II and III offenses which require immediate administrative response.

Tier 1: The implementation of Think Sheets is a way for teachers to communicate with families their child’s behaviors that are disruptive and need parent support to be corrected. The below process shows how to use and document the Think Sheets which will lead to supporting documentation for completing an office referral for chronic behaviors.

Tier 2: Classroom based interventions including but not limited to Conscious Discipline techniques and individualized incentive charts. Stoneleigh staff will use the interventions and supports found in the BCPS Student Handbook on page 10 to prevent students from committing offenses listed under Category II or intervene before behaviors escalate. Category II offenses are found in the BCPS Student Handbook on pages 16 and 17.

Tier 3: Classroom based interventions including but not limited to behavior intervention plans. Stoneleigh staff will use the interventions and supports found in the BCPS Student handbook on page 10 to prevent students from committing offenses listed under Category III. Category III offenses are found in the BCPS Student Handbook on pages 17 and 18

Teacher-managed behaviors include attention seeking behaviors, work refusal, avoidance, escape, protection, student conflict, recess issues, disrespect, justice, revenge, seeking power or control, sensory needs, acceptance, affiliation, and anxiety.

Stoneleigh Elementary Staff will follow the Student Handbook of prevention, logical consequences, and restoration outlined by Baltimore County Public Schools. Office referrals should be completed for behaviors that are chronic and have been previously discussed and documented with families or for behaviors that are category II and III offenses which require immediate administrative response.

- Physical aggression with intent to harm staff or students
- Extreme unsafe behaviors
- Illegal paraphernalia/inappropriate conduct (i.e., lighters, matches, pocketknives)
- Chronic disruptions (3-5x per 30 min) - first see the nurse for possible medical conditions
- Elopement - include student name
- Chronic tardiness or absence - alert the Attendance Committee

### **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.*

Behavior Threat Assessment Team includes the administration, school counselors, school psychologist, social worker, and those CPI trained.

### **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.)*

Stoneleigh will collect and analyze office referrals and suspension data at the end of each marking period.

## **Section 5: Miscellaneous Content/Components**

Continuum of Procedures for Teacher Led Resolution May Include:

1. Offer students a brain break to address the needs of the class (quiet time, snack time, class reward, etc. (5-10 minutes)

2. Inquire about individual student needs
3. Speak with previous teacher or school nurse to see if this is a pattern of behavior
4. Phone call home
5. Consult with school counselor
6. Consult with administration to consider SST

1. Redirection, offer 2 options, 1:1 conversation, verbal warning
2. In class Time-out and completion of Think Sheet
3. Speak with previous teacher or school nurse to see if this is a pattern of behavior
4. Buddy Room Time-out and completion of Think Sheet
5. Phone call home