



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

Date Completed: 7/27/2022

School Year 2022-2023

School: Pot Spring Elementary

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>
Jane Martin, Principal Thomas Fare, Assistant Principal Nicole Alexander, School Counselor and PBIS Co-Chair Carey Domena, Classroom Teacher and PBIS Co-Chair Diana Moore, Classroom Teacher Carly Hufford, Vocal Music Teacher Kate Causarano, Classroom Teacher K. LeeAnne Barnett, Resource Teacher Lauren Rosenthal, PTA President and Parent
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 2021-2022 Stakeholder Survey domain values were 76.0 for Academic Aspirations, 66.0 for Belonging, and 73.0 for Student Support. These results indicate a slight decrease but also reflect only a third of student population . The 2021-2022 Academic Aspirations domain results indicate the most favorable results for the Hispanic and Multi-Racial student groups. This is a shift from the previous year for our Hispanic student group but a consistent result for our Multi-Racial student group. The 2021-2022 Belonging domain results indicate the most favorable results for the Hispanic and Black student groups. In contrast, the Multi-Racial student group reported the highest as unfavorable among racial groups. It should be noted that this student group is only 17 students, with the percentage representing 3 students. The 2021-2022 Student Support domain results indicate the most favorable results for the Hispanic student group followed by our Black student group.

An internal student survey was conducted with students in grades 2-5. PSE was rated 90% or better in students feeling safe and welcome at school and all questions related to adult support. Two areas that were targeted as areas of growth were problem solving/conflict resolution and students feeling comfortable sharing all parts of their identity. These two areas will be addressed with staff through professional development and students through direct instruction. This will include the tenets of Conscious Discipline and Zones of Regulation.

Data Analysis

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

The data shows a positive trend in closing the gaps for suspensions for Black/African American students as well as students eligible for Special Education although the rate of this student group remains higher than other student groups. On the Stakeholder survey subcategory addressing a sense of Belonging, our lowest scores were in the areas of conflict resolution and self-regulation among peers. These will be areas of focus addressed through professional development, character education and direct instruction.

Climate Goals

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

1. Teachers understand the importance of representation and promote student identities by intentionally selecting curriculum resources and materials.
2. Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content. (Focusing on conflict resolution and problem solving)

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.

I RESPECT myself, others, my school, and my environment.

I am RESPONSIBLE for what I say and what I do.

I am PREPARED to listen and learn.

I will make SAFE choices.

Our House program is built around The 11 Expectations. These are explicitly taught and reinforced throughout the school year.

1. Stronger Together.
2. Celebrate and Enjoy Life.

3. Treat others the way you want to be treated.
4. Take Pride in yourself, your work and your environment.
5. Own It.
6. Silent Hallways.
7. Eyes on the Speaker.
8. Respond Respectfully.
9. Be prepared.
10. Persevere.
11. Follow directions.

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.

All students and staff will participate in Boot Camp during the first week of school reviewing/reinforcing the 11 Expectations. Each Expectation is presented in a lesson anchored in a text that connects to the Expectation and supports the SEL practice of building class community.

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.

We will hold a parent night explaining the House Program. Parents will be given the opportunity to explore the foundation of the program, how it is implemented, review the data supporting its success, and participate in House activities. Our monthly newsletter also highlights the Character focus and our school counselor gives tips on how this can be reinforced at home.

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- House Day Program
 - Conscious Discipline
 - Restorative Practices
- Tier 2 – Mentoring
 - Small group counseling (Zones of Regulation and Social Thinking)
- Tier 3- Individual Counseling

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.

All classes will implement the SEL signature practices of the Welcoming Ritual, Engaging Practices and Optimistic closures. The schoolwide schedule has time built in for class meetings to start the day at all grade levels. All grade levels will participate in monthly counseling lessons that are planned using BCPS curriculum as well as being responsive to needs in the individual classrooms. Conscious Discipline and Restorative Practices are utilized schoolwide as well. Our House Program along with monthly Heritage month celebrations help us to establish relationships with diverse individuals and groups including communication, social engagement, relationship building and teamwork. This fosters empathy, appreciating diversity and respect for others. Additional activities to support Social Emotional Learning are implemented through Morning Meetings to help support improved executive functioning skills, increased resilience through mindfulness activities and developing a growth mindset.

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 House Program focuses on character education. This includes our Boot Camp that reviews our Expectations :

1. Stronger Together.
2. Celebrate and Enjoy Life.
3. Treat others the way you want to be treated.
4. Take Pride in yourself, your work and your environment.
5. Own It.
6. Silent Hallways.
7. Eyes on the Speaker.
8. Respond Respectfully.
9. Be prepared.
10. Persevere.
11. Follow directions.

Each month we focus on a value with a literature based lesson using culturally responsive text. Houses are composed of teachers and students from K-5. Students collaborate on a follow-up

activity in their House as well as in their classroom throughout the month focused on a core value. The values were selected using data from the Stakeholder Survey, teacher and parent input using an equity lens. We are mindful of the needs in the schoolhouse, community and world around us.

The values for the 2022-2023 school year Cooperation, Accountability, Gratitude, Love, Acceptance, Justice, Assertiveness, and Kindness.

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.)

1. Teachers understand	Aug-Sept	WG- Read and discuss “Creating an Identity-Safe Classroom” (<i>Edutopia</i>), “Fostering Identity Safety in Your Classroom” (<i>Edutopia</i>), and “Identity Safe Classrooms: How to Create Them” (<i>Bright Classroom Ideas</i>). Jigsaw best practices
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PS SPP Workgroup-2021-2022

Tool Name: Pot Spring Elementary
 Principal Name: Jane Martin
 Date: July 26, 2022

the importance of representation and promote student identities by intentionally selecting curriculum resources and materials.		WG- Boot Camp lessons created around rainbow theme (sense of community/belonging and sharing of identities) and virtues that promote SEL skills and strategies
	Oct	WG- Identity and Literature- How to help students develop their identity through the use of literature and other resources. Connections to the Book a Day program and other resources will be explored. Resource: “Helping Students Develop Their Identity Through Children’s Literature” (<i>Studies Weekly</i>) FE- Parent workshop on special education misconceptions
	Nov	WG- Focus on our ELL Learners and Identity. Discuss the importance of preserving their cultural identity and strategies to utilize in the classroom. Continued learning on utilizing elevations data to support this facet. Resource: “Preserving the Cultural Identity of the English Language Learner” (<i>Sumarvono and Ortiz</i>)
	Dec	WG- Focus on Non-Binary and LGBTQ Student Groups. Explore resources from the American Psychological Association that support students exploring gender identity at the elementary level. SG- Grade levels will explore available resources and select those that are grade level appropriate. Resources: Genderbread Person v4.0 (genderbread.org) Students Exploring Gender Identity-APA Mental Health Primers The Trevor Project
	Jan	WG- Sharing of best practices on promoting identity and connecting to resources used in the classroom. FE- Parent workshop on cybercrimes/bullying and child internet usage
2. Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content. (Focusing on conflict resolution and problem solving)	Aug-Sept	WG- Boot Camp lessons created around Rainbow theme (sense of community/belonging and sharing of identities) and virtues that promote SEL skills and strategies. Plan for implementation with students. WG- Review of safe place use, overview of time machine for conflict resolution. Sharing of the Schoolwide Behavior Plan and the protocol for addressing concerns in the classroom restoratively including the role of the Behavior Resource Team.
	Oct	WG- Restorative/Justice circle training- teachers will learn how and when to implement effectively. Teachers already implementing will share best practices. Resources: restorativeresources.org FE- Restorative Justice resources will be shared with parents via the monthly newsletter
	Nov	WG- PD- Introduction to Zones of Regulation and distribution of book
	Dec	WG- Sharing of best practices regarding justice circles. Survey teachers for subsequent professional development sessions SG- Grade levels will discuss grade level concerns and plan for a grade level time machine workshop
	Jan	WG- PD/Book study Zones of Regulation- explore connections to brain states (regulating feelings, energy levels and sensory needs) and plan for school wide roll out

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.

Bluebird Bucks

Students will earn House Bucks for exhibiting responsible, respectful, and readiness behaviors. Monthly/weekly incentives will be given to qualifying students. All staff (i.e., bus drivers, cafeteria staff) will be empowered to recognize students for exhibiting the Code of Conduct. The bucks will be converted to points for each house. Students will use these bucks to purchase prizes every six weeks as well. Teachers also have the option to offer daily and weekly incentives associated with Bluebird Bucks

Virtues Recognition

Each month each class nominates one student who exemplifies the virtue of the month. This student is recognized on the Wall of Fame, receives a certificate and an invitation to a special event (lunch with admin., special event, etc.)

Quarterly House Incentive

The house with the most points each quarter receives a special reward. (Assembly, gym activity, guest speakers, virtual field trips, etc.)

Year End Reward

Students who do not receive a BRR or office referral for the entire year will be invited to a special event to celebrate their success.

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 (BRRs)

1. Following Directions
2. Respecting Personal Space
3. Completing Assignments
4. Observing Quiet Times
5. Respecting Others and Property

Teacher managed behaviors will be addressed through reminders and redirection. Students will be offered the option of visiting the Safe Space to refocus or may be sent to a buddy classroom to complete assignments. Restorative practices will be put in place to repair the harm including circles, reflections and letters of apologies. Support Subs may be used to cover classes to allow the teacher/student relationship.

Immediate Office Referrals

Incidences as outlined in the Baltimore County Public Schools Student Handbook listed below require an immediate office referral:

1. destruction of property/vandalism
2. failure to serve assigned consequences
3. fighting
4. harassment, bullying, and intimidation
5. indecent exposure/language
6. leaving classroom/school grounds without permission
7. physical attack of staff or students
8. theft
9. physical or verbal threat of staff or students
10. weapons violation

An office referral form is completed with each referral. Administrators will confer with all involved parties as well as contact the parents. Consequences, to include the following in alignment with the Baltimore County Public Schools Student Handbook:

- Reprimand and parent notification
- Time out in the office
- Detention (lunch, recess, after-school)
- Required parent conference
- In-school suspension
- Out of school suspension
- Suspension to the Superintendent's designee

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.

We have a behavior response team (BRT) in place that includes the following people:

Principal
Assistant principal
School counselor
2 Special educators
2 Para educators
School Nurse (depending on the nature of the crisis)

When a crisis behavior occurs, a staff member with the student in crisis responds by calling for support over the walkie. When support is called over the walkie, a member from the response team will reply and provide assistance. The responding person will assess the situation and call over the walkie for additional assistance if needed. All members of the BRT have CPI training with the exception of the school nurse. The goal of the responding person is to deescalate the

student, repair harm and to have the student rejoin class if appropriate. The BRT team will meet monthly to review behavior data, discuss current behavior trends in the school and also strategies to support specific students and teachers. The BRT has developed a referral form that captures the progression of a student's behavior and responses received from staff members.

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 data collected will include:

- BRRs
- Office Referrals
- Counseling Referrals
- Suspension Data
- Attendance Data
- SST Referrals
- Student Survey Data (In-house)
- Stakeholder Survey Data

The School Climate Team will meet monthly to review the data, address concerns and make adjustments to the plan as needed.

Section 5: Miscellaneous Content/Components

Counseling Self Referral

<https://forms.gle/tEpiK1MLZnXquaCY6>

BRR – Teacher Managed



PSE BRR Revised.pdf

Office Referral



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