



Schoolwide Positive Behavior Plan Baltimore County Public Schools

Date Completed: 7/17/2024

School Year 2024-2025

School: Norwood 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>	
Mark Taylor (Principal), Michael Ruppenkamp (Asst. Principal), Kim Morgan (Instructional Support Teacher), Krista Keller (MTSS), Sherry Schwarz (School Psychologist), Denise Bullock (School Counselor)	
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>	
<p>Data Story 2023-24 Enrollment: 519; BOY</p> <ul style="list-style-type: none"> •Decrease of 55 students from previous year BOY (EOY data indicates 538 students, +19) •Highest growth in Asian and Black students •Spec. Ed. increased by 27 students <p>Chronic Absenteeism: 29% (significant decrease from 39% year prior); Two or More Races, BL, White higher;</p> <p>Suspension: Loss of 12 instructional days</p> <ul style="list-style-type: none"> •Economically Disadvantaged (7 students) and Special Ed. (5) highest <input type="checkbox"/> aligned with BCPS data •HI male 8 days lost, BL male 1 days lost, WH males 3 <input type="checkbox"/> aligned with BCPS data <p>MAP Math: 26.46% at or above 61st percentile (below BCPS at 38.86);</p> <ul style="list-style-type: none"> •SE- 16.42%, HI- 18.92%, ML- 16.37% <p>MAP Reading: 18.62% at or above 61st percentile; (below BCPS)</p>	

•SE students- 5.97% HI students - ML-7.66% 11.63%,

ML and SE below overall data- especially in ELA

- CBA data performed similarly
- MAP big gaps among groups

Data Analysis

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

On the BCPS Climate Survey, the Climate Index and Domain School Connectedness Domain indicated a favorable score from all stakeholder groups (students, staff, and parents). One identified area of growth is respect among students. Staff indicated, with a 67.3% response of agree/strongly agree, that students at my school treat each other with respect. Students, however, indicated agreement with this statement with an 82.7% response. A second area of growth for students is feeling that students help each other with a response of 81.1% of students in agreement.

Climate Goals

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

By June 2025, 50% of teachers will demonstrate implementation of Tier I MTSS strategies as evidenced by the Positive Classroom Climate Tool

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.

Norwood Elementary Family Promise: I am a Norwood Superstar! I am important. Today, I promise to be safe, show respect, responsibility, and kindness. I will do my best today!

The Norwood Elementary Family Promise will be shared with and taught to students. The Family Promise will be recited each morning during announcements. The positive Behavior Matrix, correlates directly to the Family Promise, will be explained through lessons to students. Posters throughout the building provide expectations of what each value looks like in different school environments such as the classroom, hallway, cafeteria, bathroom, playground, and bus.

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 teach, model, and practice the Norwood family Promise. This will be done with lessons throughout the school year, during class meetings and reinforced throughout the day. After extended breaks (i.e. winter holiday) the expectations will be reviewed. Anchor charts and other visuals should be used and displayed in classrooms as visual reminders for students (voice levels, class expectations, safe body, etc.). Positive Behavior Matrixes will be placed throughout the building as visual reminders for students. When a problem occurs, use these moments as learning opportunities to review expectations and how these actions can impact others.

SMILE Calendar will be used in Morning Meetings as a discussion prompt. The SMILE Calendar will include a monthly virtue to focus on.

- September: Respect
- October: Responsibility
- November: Kindness
- December: Safety
- January: Acceptance
- February: Perseverance
- March: Flexibility
- April: Honesty
- May: Patience
- June: Cleanliness

Each month, every classroom will be provided with a poster and the pieces to be placed on the poster. When students demonstrate the virtues from the Norwood Family Promise, teachers and staff members will highlight that students' behavior by writing their name on the piece and displaying it on the poster.

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.

During Back to School Night, the Family Promise as well as schoolwide behavior expectations will be shared.

A section in the monthly newsletter will be devoted to communicating SEL tips.

Students will complete a quarterly school survey to provide data and feedback about the program.

The Family Promise is placed on our school website.

Teachers and staff will communicate with parents through email, notes home and phone positive behaviors that are being shown as well as the need for support for certain students.

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.

- At Tier 1, all students engage in morning meetings, Conscious Discipline practices, Restorative Practices, and Zones of Regulation while providing clearly defined expectations that are taught, practiced, and reinforced. Students are positively recognized for behavior and demonstrating the Norwood Family Promise virtues throughout the year.
- At Tier 2, there are small group opportunities provided by the school counselor, school social worker, and MTSS Resource Teacher. Specific actions will include Zones of Regulation, Check-in/Check-Out system with staff, Lunch Bunches, and Mentoring.
- At Tier 3, some students have BIPs, and some students are seen individually by the school support staff or community mental health partners. The support staff will evaluate and determine the effectiveness and cultural relevancy of these practices for all students. Some students may be referred to the Student Support Team for further support.
- The Safe and Supportive Committee will continue to review data monthly to determine if these interventions are sufficient or if other practices and interventions are needed. The Care team reviews the data, identifies problem solving interventions, and progress monitors behaviors to create a positive school climate and address the needs of all 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.

Conscious Discipline

- Safe Space
- Morning greetings
- Morning meetings: Unite, disengage stress, connect, commit
- Wish You Well
- Safe Keeper Box
- SEL Signature Practices: Welcoming ritual, engaging practices, optimistic closure
- Brain states (use of language with students)

Restorative Practices

- Restorative circles to repair harm and strengthen relationships
- Use of affective statements when redirecting student behavior and acknowledging positive behaviors
- Using the restorative questions for a challenging behavior:
 - o What happened?

- o What were you thinking of at the time?
- o What have you thought about since?
- o Who has been affected by what you have done? In what way?
- o What do you think you need to do to make things right?
- Using the restorative questions for when one is harmed by another's actions:
- o What did you think when you realized what happened?
- o What impact has this incident had on you and others?
- o What has been the hardest thing for you?
- o What do you think ends to happen to make things right?

Use of descriptive language to acknowledge positive behaviors and redirect behaviors

- Language specifically identifies and describes the expected behavior
- Examples:

Thank you for walking peacefully in the hallway so that our friends in other classes can learn.

You cleaned up your space; it shows respect for our classroom.

I feel proud when you participate in the lesson because it shows you are paying attention.

I feel worried when you are running because you could get hurt.

Use of assertive language to identify desired behaviors and redirect behaviors:

- *When you finish your classwork, then you can begin your independent work.*
- *[Student name], walk in the hall like this (demonstrate behavior) so that everyone is safe.*
- *Put your math manipulatives away and return to your seat.*

Monthly guidance lessons by the school counselor.

Monthly SEL/ Zones of Regulation lessons by the MTSS Resource Teacher.

Partnerships with outside mental health agencies:

- Villa Maria
- Tidemark Mental Health

Professional Development/Training opportunities will be offered throughout the school year.

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.

Norwood utilizes the Virtues Project to identify monthly virtues. We celebrate character education traits during identified periods throughout the year, including Kindness Month (October), Bullying Prevention Week, and World Gratitude Day.

Schoolwide (see details above):

- Conscious Discipline
- Virtues Language
- Zones of Regulation
- Problem Solving Strategies

-Restorative Practices

Guidance Counselor- BCPS School Counseling curriculum

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.)

Staff PD:

8/19/24 – Safe and Supportive Committee provides overview of Schoolwide Positive Behavior Plan to staff (schoolwide/classroom expectations, continuum of consequences)

Ongoing: PDs at faculty meetings

Follow-Up Coaching:

- Grade level meetings & class visits with feedback
- Surveys sent to staff for feedback, reflection, and coaching needs
- SEL Lessons

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.

Student recognition will be monitored through an Excel document based on the monthly classroom recognition posters. Positive Office Referrals will be documented on a hallway bulletin board (photo or signature).

Students should be recognized and acknowledged on a regular basis from all school staff (classroom teachers, resource teachers, special area teachers, paraprofessionals, additional adults, support staff).

Positive phone call home from classroom teacher, special area teachers, resource staff, etc.

Positive office referrals.

Virtues Vending Machine

-Student names will be added to the board as their names are selected from special area and from grade levels for demonstrating core virtues.

- Special area teachers will continue to nominate 1 kid from each grade level for each virtue each week.
- Homeroom teachers will get 2 tokens a month and can add names of students demonstrating the virtue of the month in a bucket-then pull a name every two weeks or both at the end of the month,
- Teachers will receive the monthly posters and matching pieces to recognize the virtues in their classrooms.

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 flowchart has been developed to detail the expectations. The school has defined problematic behaviors and clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed.

Staff will follow the STAR guide to help with managing behaviors. See below!

Norwood S.T.A.R. Guide
Student Teacher Action Response

Level	Who	Example of Student Behavior (Policy 5550)	Intervention Needed	Staff Response
Level 1	Classroom Teacher	<ul style="list-style-type: none"> Refusing to do assigned work (1N) Not listening/paying attention to instruction (1L/1J) Technology violation (use for non-educational purposes) (1U) Slamming books (2M) Name calling (1P) Eye rolling (1P) Calling out (2M) Yelling (2M) Teasing (1P) Out of assigned location in classroom (1J) Roughhousing (2M) Talking without permission (1J) Distracting others (1J) Running in classroom (2M) 	<p>WHY?</p> <ul style="list-style-type: none"> Student needs support following classroom expectations Student may have lagging skills in the area of behavior and may require additional reminders Student behavior is not impacting their learning or the learning of others Student behavior is slightly outside of the norm developmentally 	<ul style="list-style-type: none"> "Please, you need to...you have a choice..." Modeling expected behavior Positive feedback Quiet discussion Contact home Proximity Provide choice Teacher Proximity – Teacher visual, non-verbal prompt Teacher redirections Warning Planned ignoring Use of Conscious Discipline Seat change Buddy system Loss of device privileges for a period of time for tech. violation Teacher conference with student to determine root cause of behavior. Use of safe space Document behavior and home communication in FOCUS
Level 2	<ul style="list-style-type: none"> Classroom Teacher School Counselor Instructional Support Teacher (IST) Case Managers 	<p>CONTINUOUSLY EXHIBITING...</p> <ul style="list-style-type: none"> Open defiance of teacher directions (1L) Throwing objects, non-violent outbursts (2M) Touching others and things with intent to cause disruption (2M) Profanity (1P) Bullying, Harassment, or Intimidation (2N) Elopement (Student still in adult's sight and/or still in the building (1L) Arguing/disrespectful talk (1P) 	<p>WHY?</p> <ul style="list-style-type: none"> Student behaviors have escalated and are causing disruption in class Student is not responding to common redirections 	<ul style="list-style-type: none"> Restorative conversation Opportunity to repair harm Conference with student (paired with clear expectations) Counseling with student and school counselor A phone call home Document behavior and home communication in focus

Level	Who	Example of Student Behavior (Policy 5550)	Intervention Needed	Staff Response
Cont...	Cont...	Cont...	Cont... WHY?	Cont...
Level 2 Support Calls - Reset to Reconnect Form	<ul style="list-style-type: none"> Classroom Teacher School Counselor Instructional Support Teacher (IST) Case Managers 	<ul style="list-style-type: none"> Verbal aggression/name calling towards a student (1P) Refusing to cooperate with classroom or school rules (1L) 	<ul style="list-style-type: none"> You are meeting individually with student to discuss behavior often You want someone to be aware of the behavior 	<ul style="list-style-type: none"> Teacher conference with students to determine the root cause of the behavior Teach, practice, and reinforce positive behavior and/or replacement behaviors Referral to Care Team Referral to School Social worker Use of safe place
Level 3 Result may be level 3 - Office Referral	<ul style="list-style-type: none"> Administrator School Counselor Instructional Support Teacher (IST) Behavior Threat Assessment Team (BTAT) School Social Worker School Psychologist 	<ul style="list-style-type: none"> Chronic level 2 offenses Behaviors leading to class evacuation Verbal or physical threats; homicidal ideations Suicidal ideations Major physical aggression towards another student (2D) Physical aggression towards a staff member or other adult (3E) Fighting (1B) Bullying, Harassment, or Intimidation (2N) Throwing objects, non-violent outbursts (2M) Elopement (Student ran out of the school building) (1L) Destruction of school property (2U) Possession and/or use of a look-alike or real weapon (2H) Arson-Bomb threat (3 A/B) Controlled or illicit substance (2J) Indecent exposure (2R) Fireworks/explosives (2B) Gangs (2AA) 	WHY? <ul style="list-style-type: none"> Student is unable to be in class due to safety, extreme disruption or high emotion Other students are scared/worried/feel unsafe The pattern of behavior is escalating 	<ul style="list-style-type: none"> Detention (lunch/afterschool) Required Parent Conference (RPC) Loss of privileges-Parent contact required Student/teacher/parent/administrative conference Out of school suspension-referral to Student Support Team or IEP team to discuss student's needs In school suspension Review and revise IEP (if needed) Review and revise (if needed) Behavior Intervention Plan Referral to School Social worker or school-based therapist

Consult with Admin to determine level 2 or level 3

- All level 1 behaviors should be handled in the classroom.
- Level 2 behaviors will be handled by the teacher requesting support from the guidance counselor, IST, social worker or resource. A form will be completed by the referring teacher. The student will have a chance to reset and reconnect. This can happen within the classroom setting or with a break.
- Level 3 behaviors will be handled by the teacher requesting support from administration.

Teachers have been given additional resources and information to assist them in expanding their classroom management tools. The school staff have been trained in 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.

There is a hierarchy of response for more severe behaviors in place. They have identified who in the building will respond to the student when needed. This includes a team that responds to crisis situations and threat assessments. These staff members include (but are not limited to), the administration, the school counselor, school psychologist, social worker, special educator, the nurse, the parent and the teacher. Other resources within the community may be utilized such as the use of our SRO.

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.)

-Teachers will document classroom-managed behaviors/concerns and parent communication in the FOCUS portal.

-Classroom walkthroughs, with the use of the Positive Classroom Climate Tool, will be held to monitor implementation of morning meetings, positive reinforcement, and classroom behavior system.

-Level 1 Support: The MTSS Resource Teacher will analyze data from the monthly virtue recognition posters in order to drive coaching and professional development opportunities.

-Level 2 Support: The Care Team will analyze teacher forms in order to implement appropriate supports.

Section 5: Miscellaneous Content/Components

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