



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



Date Completed: 7/23/2021

School Year 2021-2022

School: New Town 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.

Administration: Kriscine Coston, Christopher Baker, Rebecca Snodderly

Student Support Staff: Sarah Cross, Erica Coco, Michelle Snider, Taryn Fremder, Amanda Ragon

Classroom Teachers: Karen Desir, Shineka Georgie, Dominique Jolly, Megan Polis

Team Leader: Christopher Baker

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)

Black/ African American students are suspended at rates higher than their non-black/ African American peers. The suspension rate gap for Black/African American students at New Town Elementary is less than the same gap for all BCPS elementary schools. This gap has narrowed over time, indicating a positive trend. Students receiving Special Education services are suspended at rates higher than their peers who are students that are not receiving Special Education services. The suspension rate gap for students receiving Special Education services at New Town Elementary is less than the same gap for all BCPS elementary schools. This gap has narrowed over time, also indicating a positive trend.

Data Analysis

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

Data analysis indicates that African American students and students receiving Special Education services are suspended at a higher rate than their peers. According to the Stakeholder Survey, concerns were indicated for belongingness (most unfavorable for Black/African American students) and student support (most unfavorable for students receiving Special Education services). Throughout the 2021-2022 school year, data will consistently be monitored concerning suspension and a sense of belonging.

Climate Goals

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

Key Action #1: Teachers will create and sustain a safe, welcoming, and supportive classroom environment which values inclusivity and diversity.

Key Action #2: Teachers will create a sense of belonging by consistently implementing conscious discipline concepts in the classroom.

Key Action #3: Administration will promote teacher and student agency to ensure that learning is meaningful and relevant to learners thus creating a sense of belonging.

Work towards these goals will take place through:

- Implement a quarterly school survey for students and staff to assess school culture.
- Staff will participate in a book study to gain insight into culturally responsive teaching.
- The Office of Advanced Academics will support staff through training and coaching on culturally relevant pedagogy.
- The School to Community coordinator will work with the Instructional Leadership Team (ILT) to determine parent needs and develop necessary workshops.

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.

We will reduce negative behaviors schoolwide.

Staff and students will demonstrate respect toward all. Staff and students will be engaged participants of our NTES School Family.

The school has a Code of Conduct that states: [I am Respectful, I am Responsible, and I am Ready to Learn](#). The school has developed a visual representation matrix of what the schoolwide expectations look like in the various parts of the school building. Link: [NTES Behavior Matrix RETRIEVERS 2021-2022.docx](#)

All teachers will reference this language. The Code of Conduct was developed by school staff. We recite this every day with students to review behavior expectations.

The NTES Behavior Matrix will be displayed in classrooms and around the building and frequently referenced to provide consistent behavior expectations across all settings.

Based on any changes to the Code of Conduct, the ILT/SEL team will edit current practices and adjust and revise when necessary.

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 be provided time and guidance during Teacher Orientation Week to develop culturally relevant expectations for their classrooms, routines, and procedures based on schoolwide expectations. All teachers will teach and develop their own classroom norms based on the schoolwide NTES Behavior Matrix.

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 (Code of Conduct) will be shared with families. For example, it will be described and explained 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 ILT/SEL team will identify options on how to obtain student and parent/guardian input regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during the school year, potentially through survey data.

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 – Conscious Discipline, teaching and reinforcing expectations/procedures/routines, core counseling lessons, the NTES Behavior Matrix, and the 3 SEL Signature Practices (Welcoming Ritual with Virtue Focus, Engaging Practices, and Optimistic Closure).

Tier 2 – Check In, Check Out, small group counseling, behavior charts, SST referral, modification of student schedule, formal home/school communication, behavioral consultation by psychologist/counselors/etc.

Tier 3 – FBA/BIP, community mental health partners, case management, IEP referrals and review.

The ILT/SEL team and Threat Management team will complete the Resource Map for SEL supports before the school year begins.

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 3 SEL Signature Practices to foster supportive environments and build SEL skills. Many of the teachers use Classroom Meetings to encourage relationship building. The school is committed to Conscious Discipline at all grade levels.

School-based mental health staff is working towards providing small group counseling opportunities using programs such as SuperFlex and Zones of Regulation. In addition, school counselors will continue to provide monthly based, core counseling lessons that classroom teachers can carry over those skills and concepts.

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 has been implementing and will continue to implement Conscious Discipline and counseling lessons that teachers can embed into daily instruction. In addition, monthly virtues will be highlighted as students are selected for "Terrific Kids."

The school celebrates with instructional activities for Bullying Prevention Week and Children's Mental Health Awareness Week.

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.)

All staff members will receive professional development in the following areas as it connects to our SPP:

A differentiated review of Conscious Discipline for all staff.

A differentiated review of code of conduct expectations, procedures, and routines.

Professional Development on social-emotional learning with focus on the 3 SEL Signature Practices.

Teachers will be trained on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. A review of “Notice and Judgement” will be delivered.

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 on utilizing 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. Teachers will be given options and examples for reinforcement systems such as creative positive notes and phone call opportunities.

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.

Behaviors that are Teacher-Managed: disruption, disrespect, and defiance.

Behaviors referred to Resource Staff: insubordination, offensive language

Behaviors referred to Administration: Physical aggression, property damage, inappropriate displays of affection/ actions, bullying, harassment, and intimidation.

Unsafe behaviors will be addresses using appropriate interventions and supports as listed in the BCPS Behavior Handbook.

Please see the New Town Elementary Behavior Referral for the 2021-2022 school year: [NTES Behavior Referral 2021-2022.doc](#)

Response for Intensive Behaviors
<p><i>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.</i></p>
<p>The school has identified members of the Threat Assessment Team (TAT) 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 and/or property. The TAT meets monthly and has ongoing communication with administration. The TAT staff members follow up with students who have been assessed because of a threat, address treatment options, and monitor their progress. The school has developed a plan that could be implemented should a serious situation occur, and the students need to vacate a classroom due to a specific student's extreme behavior. The school has developed a good working relationship with their Safety Manager, Dr. Ford. Additionally, the school and the School Resource Officer (SRO), Officer Bridges, have clear understandings about the roles each play.</p>
Monitoring the Schoolwide Positive Behavior Plan/Data Analysis
<p><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></p>
<p>We are in the process of developing a data tracking system which will include all stakeholders to identify trends, patterns, and behaviors. This will allow the team to make informed decisions in response to interventions and practices. The team will review data with an equity lens. The team will also discuss how well the interventions and practices are being implemented and where disparities occur.</p>
Section 5: Miscellaneous Content/Components
N/A