



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

Date Completed: 8/1/2023

School Year 2023-2024

School: Glenmar Elementary School

Section 1: Initial Steps
<p>School Climate Team</p> <p><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></p> <p>The school has identified a School Climate Team which is composed of two administrators, primary and secondary teachers, and student support services staff (school social worker, school counselor). The entire team will meet quarterly to discuss implementation of interventions, monitor the effectiveness of the interventions, and suggest changes or modifications to those interventions. A smaller team, CARES Team, will meet monthly to monitor data, monitor student’s behavior and discuss next steps.</p>
<p>Equity Lens</p> <p><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> <p>The Glenmar Elementary School Data Story from 2022-2023 reflects the following school demographics: The Kindergarten through Grade 5 2021-2022 September 30th enrollment indicates that we have 278 students, and our demographics are as follows: 60.1% Black/African American, 10.4% White, 17.3% Hispanic, 3.5% Two or More Races, 6.8% Asian. The proportion of students eligible for receipt of special services are as follows: 12.5% English Learner, 57% Free and Reduced Meals, and 23.3% Special Education. The overall enrollment count has decreased from 2021-2022 school year. During the same time period, the number of American Indian or Alaskan Native, White and Hispanic/Latino students and students who are identified as English Learners, students who are identified as eligible for Free and Reduced meals and students who are identified as eligible for SE services has increased while the number of Black/African American, Native Hawaiian or Other Pacific Islander and Two or More Races students has decreased.</p> <p>The school has been identified as a TSI school for SE and EL subgroups. Students in the SE subgroup are chronically absent at higher rates than their non-special education peers. The rate risk ratio for students receiving special education is wider than the same measure for all BCPS elementary schools.</p>

The Chronic Absenteeism Rate at Glenmar is 38.4. The rate for our EL subgroup is 28.5 and SE subgroup is 38.2.

The 2022-2023 Stakeholder survey results:

The 2022-2023 Stakeholder Survey domain values were 76.9 for Academic Aspirations, 50.4 for Belonging, and 67.4 for Student Support.

The 2022-2023 Academic Aspirations domain results indicate the most favorable results for the AS, HI, and SG student groups. Last year the HI subgroup had the highest unfavorable among student groups.

The 2022-2023 Belonging domain results indicate the most favorable results for the AS and HI student groups. In contrast, the BL and SG student groups reported the highest as unfavorable among racial groups.

The 2022-2023 Student Support domain results indicate the most favorable results for the AS and HI student groups. In contrast, the BL and WH student groups reported the highest as unfavorable among racial groups.

Data Analysis

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

The data indicates belonging and student support are areas that need improvement to be equitable. Specifically, our Black/African American student group reported the highest unfavorable in the area of belonging, this is consistent when looking at other academic data (MCAP and students in Special Education). This indicates we as a school need to work to be inclusive and provide a safe and supportive environment for our students.

Climate Goals

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

High Expectations: Teachers will implement system programs and resources with fidelity while being responsive to learner variability within the parameters of the program and resources. (TSI – SE, EL)

High Expectations: Teachers ask critical thinking questions of all students and provide opportunities for all students to demonstrate independence. (TSI – SE, EL)

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 am Caring. I am Helpful. I am Organized. I am Mindful. I am Prepared. (Glenmar Gators CHOMP)

Schoolwide expectations will be communicated consistently throughout the building, in each classroom, hallways, cafeteria, and morning announcements. A presentation will be made to staff during the first week of school explaining to teachers how to communicate, model and teach, and reinforce the schoolwide expectations in their classroom and around the building. In addition, signs with specific examples of the school-wide expectations will be posted throughout the building.

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 with professional development during the Back-to-School week on how to develop, establish, and communicate the school wide expectations in their classrooms. Teachers will establish routines and expectations with their classes/grade levels during the first few weeks of school, visuals will also be provided to support this work. Additionally, teachers will be provided with professional development on Positive Behavior Systems (Tier 1 and 2) in the first month of school. Teachers will be able to recognize and celebrate their student’s success by submitting positive behavior referrals.

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 will be communicated with parents in the Monthly Newsletter, with activities that can be done at home to reinforce our expectations. During Back-to-School Night teachers will be provided with consistent slides to include in their presentations to share the expectations with families. The schoolwide expectations will be placed on the school website. The School Climate Committee will identify options to obtain student and parent/guardian voice throughout the school year.

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

- Greeting – options listed at the door
- Morning Meeting with engaging and thoughtful prompts (unite, connect, disengage stress, commit, connect)
- Safe Place with visual reminders for students
- Commitments referenced throughout the day
- Restorative Practices
 - Noticing Statements, Affective Statements, Affective Questions
 - Restorative circles and meetings to repair harm
 - Schoolwide morning meetings once a month
- Engaging morning work, music, activity while they eat breakfast
- Class-wide incentives
- Proximity
- Providing Choices
- Virtues Language posted and utilized throughout the day
- Schoolwide Behavior matrix
- Positive students and family relationships
- Classroom Guidance Curriculum
- Home/School communication
- Gatorrific Referrals/Positive Praise

Tier 2:

- Check in/Check out
- Mentoring
- Small group SEL support
- Gator Pass/Break Card
- Scheduled Breaks
- Behavior Chart
- Buddy classroom

Tier 3:

- Individual Counseling
- Social work services
- Administrative Actions
- Behavior Intervention Plan
- Referral to outside provider
- Wrap around supports
- Parent-focused assistance
- Individual Earning; Extremely specific plan

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 will use Conscious Discipline to encourage and build positive relationships and problem solving. Restorative Practices will be used for specific incidents to support students with problem solving and conflict resolution. The school will also ensure schoolwide

expectations are well defined and consistent throughout the school building. The Climate Team will support individual teachers/students who need additional support/scaffolding. Small group instruction will also be available by the counselor and social worker.

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.

Rachel Ward, school counselor, will identify a specific virtue each month which will be related and aligned to the schoolwide expectations. Morning meetings and activities will support each virtue. Teachers should select a student at the end of each month who exhibited the virtue. These students will be recognized at the Quarterly Schoolwide meetings.

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.)

Classroom Expectations Aligned to Schoolwide Expectations

Conscious Discipline

Review of Tiered Support Model

Collect and analyze data – disaggregate the data, analyze using an equity lens - develop actionable steps based on the data (qualitative and quantitative)

Book Study with Leadership Team

Teacher feedback will be collected using Surveys, PD Feedback tools, and during data discussions. The Climate Team will also establish ways to obtain teacher feedback during the year.

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.

The school will use a variety of positive reinforcements to acknowledge and recognize positive behavioral expectations. Teachers will use a variety of positive reinforcement in their classroom by offering non-tangible rewards (lunch bunches, bring a stuffed animal to school, pajama day, extra recess). Each class will have a Morning Meeting, teachers will be

encouraged to have celebrations and recognition during these meetings. Classes will set goals together and work together to achieve their goals. Teachers can recognize individual students by submitting a positive office referral. Staff members will be encouraged to recognize classes and students throughout the day who are following the schoolwide expectations.

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:

Behaviors that interfere with others learning

Behaviors that impact orderly learning

Teacher Managed Behaviors from the Student Handbook (not a full list, for all teacher managed behaviors refer to the Student Handbook):

- Failure to follow a direction
- Refusing to cooperate with school rules and/or regulations
- Refusing to do assigned work
- Refusing to serve detention
- Using obscene language or gestures
- Disruptive behavior that results in the interference with the normal school program
- Use of electronic devices for non-educational purposes

Possible Teacher Led Responses to Behavior (not a full list, for all teacher managed behaviors refer to the Student Handbook):

- Parent phone calls
- Parent conferences
- Detention (Lunch, before or after school)
- Community circle
- Behavior chart
- Check in with the school counselor
- Restorative Practices
- Verbal Correction – Point sheet
- Loss of privileges
- Referral to SST

Administrator Managed Behaviors:

Behaviors that cause harm or are illegal (Category II and III)

The school's CARES Team will be available to support teachers with any behaviors upon request or if the data shows us a student needs additional support.

Restorative Conferences

Help establish and create proactive supports (check in/check out, mentor, individual behavior plan)

Response for Intensive Behaviors
<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>
CARES Team – response team established to respond to support calls CPI Trained Staff – Alyson Bloom, Molly Kerrigan, Jonathan Scovitch Threat Assessment Team – Principal, School Nurse, School Counselor, School Psychologist, School Social Worker
Monitoring the Schoolwide Positive Behavior Plan/Data Analysis
<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>
The team will monitor data the Support Forms (referral), positive office referrals, informal observations, Conscious Discipline look-for documents and student surveys
Section 5: Miscellaneous Content/Components
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