



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 6/30/2021

School Year 2021-2022

School: Hawthorne Elementary School

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>
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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>
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Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
The 2019 – 2020 suspension rate was 0.57%, a decrease from 2018 – 2019 when the rate was 1.59%, and from 2017-2018 when the rate was 3.68%.
Students receiving special education services were suspended at 5.5 times the rate of their peers. For the 2018-2019 school year, all student group suspensions resulted in the loss of 17 instructional days. This loss of instructional time particularly affects student groups most often suspended.
Climate Goals
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>
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Section 2: Developing and Teaching Expectations

Expectations Defined
<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>Hawthorne Elementary School uses positive expectations in a school promise: We are RESPECTFUL of people and things. We are RESPONSIBLE with our words and our actions. We are ENTHUSIASTIC and work with EXCELLENCE.</p> <p>Students review these expectations daily via the morning announcements and reinforce in class meetings. The Schoolwide Expectations Matrix goes into more specific detail for teachers to use as a resource for planning and communicating these routines throughout the schoolyear. In addition, the matrix will be used as a reference point for public service announcements to the school body throughout the school year via the morning announcement crew.</p>
Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures
<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>We will use our matrix to plan lessons to teach students about the expectations to be taught during our Smart Start units at the beginning of the year. We will discuss one of our values a month including role playing scenarios to explain the why. Teachers will create classroom expectations with the students centered around our schoolwide expectations. Teachers will have the school promise, classroom rules, and virtues posted in the room as student reminders. As needed teachers will hold classroom meetings to review these expectations. As a part of Conscious Discipline teachers will have students create daily commitments based on the expectations.</p>
Family/Community Engagement
<i>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.</i>
<p>The behavior plan will be shared with parents during the first week of school and explicitly discussed during Meet the Teacher events such as Back to School Night.</p> <p>A copy of the matrix and handbook will be given to all families at the start of the schoolyear. We will partner with Ms. Nathan, our community schools' partner, to engage parents in additional ways. Our climate team will evaluate the effectiveness of our family/community engagement throughout the year.</p>

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.

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Tier 1:

Positive Behavioral Supports (examples: morning meetings, Restorative Practice, Conscious Discipline, Zone of Regulations)

- Teaming(example: School Climate Team, Leadership Team)
- Screening (example: SST, informal/formal referral)
- SEL(example: social awareness, self-awareness, discussion making skills, self-management and relationship building)
- Mental Health Promotion/ Awareness(example: Anti- Bully awareness, social skills, character education)
- Teacher Consultation(example: meeting with STAT teacher, Professional Development, classroom intervention)

Tier 2:

- Group Interventions (example: social skills, managing emotions, friendship groups, coping skills and transition to middle school)
- Brief Individual Support(lunch bunch, Check in/out, point sheets)
- Mentoring (example: adult staff in the building)
- Teaming (example: SST/ IEP team, multi-disciplinary team)
- Conscious Discipline (Response to Intervention-starts at page

Tier 3:

- Individual Interventions(example: Evidence-based services can be provided by a school counselor, school social worker, school psychologist, school nurse, or PPW)
- Referral Process for Community Resources (example: Children's Guild, Thrive, Community School
- Crisis Response Plans(example: Threat Management Protocol, emergency Petition protocol, PCM strategies/ interventions.
- Teaming (example: SST/IEP team)

Culturally responsive: Hawthorne should determine if our school staff are sufficiently trained in the delivery of the identified interventions and/or the support of those interventions at each of the tiers. Multiple initiatives should be considered to provide culturally relevant evidence-based practices for our school based upon our needs. Using objective assessments such as the MTSS Alignment Tool, the Positive Classroom Climate Look up and the PBIS World.

MTSS Alignment Tool:

<https://bcpscloud.sharepoint.com/:b:/r/sites/ResourceGuidetoDevelopingtheSPBP/Shared%20Documents/General/Resources%20for%20The%20Resource%20Guide/Sec%203%20Pt%201%20Resource%20Mapping%20MTSS/MTSS%20Alignment%20Tool%20Fillable.pdf?csf=1&web=1&e=xu2De4>

Positive Classroom Climate Look Up:

<https://bcpscloud.sharepoint.com/:b:/r/sites/ResourceGuidetoDevelopingtheSPBP/Shared%20Documents/General/Resources%20for%20The%20Resource%20Guide/Sec%203%20Pt%201%20Resource%20Mapping%20MTSS/Positive-Classroom-Climate-Look-for-Tool.pdf?csf=1&web=1&e=XPwyeI>

PBIS World: [PBISWorld.com Tier 1 Positive Behavior Interventions And Supports For Poor Coping Skills](https://www.pbisworld.com/tier-1-positive-behavior-interventions-and-supports-for-poor-coping-skills)

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.

Continue to teach the BCPS Model for Social Emotional Learning. Refer to attached model. SEL development practices that are currently being used at Hawthorne are the following: Zones of Regulation, Restorative Practices, Trauma-Informed Practices, Conscious Discipline.

Social emotional learning and SEL competencies will be integrated into Hawthorne's school programming using visual cues, welcome rituals(shoe bump), morning meetings, student check-in, staff modeling SEL competencies, "brain breaks", mindfulness, meditation, calming corner, individual and group SEL services, teacher consultations and etc.

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.

Currently, staff members model good character development. However, no formal curriculum has been put in place. It is recommended that we identify the core values of the school and/or the goal of character education with input from the students, parents, and the community members.

BCPS approved character education curriculums/ programs are the following:

Character Counts (K-12)

Virtues Project (K-12)

Character.org (K-12)

Random Acts of Kindness (RAK) (K-8)

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.)

The administrators and the School Climate Team should determine the professional development that will be offered to staff members throughout the year to support their knowledge, skill development, and implementation of the interventions selected. Staff will survey the needs of the staff periodically to determine in what areas the staff feels they need more information. Someone will circle back to the teachers and support them as they implement the new strategies. Coaching, support, and follow up are essential.

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.

Positive office referrals- teachers are given copies of forms to recognize students who are demonstrating the Hawthorne School Promise. These are read weekly on the announcements. Conscious Discipline – school wide implementation of Morning Meetings, Brain Smart Starts, and use of Conscious Discipline language throughout the day. Student of the Month – teachers select one student each month who consistently demonstrates the Hawthorne School Promise. The students' pictures and write up from teacher are displayed on a centralized board. The students are rewarded with a lunch bunch with an administrator.

Teachers utilize positive reinforcement and virtue language throughout the day to acknowledge students demonstrating positive and appropriate behaviors.
Hierarchy for Behavioral Referrals and Consequences
<i>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.</i>
<p>Teacher-managed behaviors: talking in the hallway, talking in class, not paying attention, inappropriate noises, playing with materials, work refusal, inappropriate language, refusal to follow directions.</p> <p>Behaviors referred to resource staff – consistent use of inappropriate language, defiance/disrespect/aggression, disruption to learning, property misuse/throwing items, technology violations, consistently refusing to follow directions, classroom elopement.</p> <p>Behaviors referred to administrator – attacks/threats/fighting, striking a staff member, disrespect/insubordination (including harassment/bullying, abusive language, chronic disruption), other (vandalism, arson/fires/explosives, dangerous substances, weapons/or look alike, theft, sex offensives, elopement)</p>
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>
<p>Behavior support – unsafe behaviors, classroom elopement, disruption to learning. Follow Hawthorne Elementary Behavior Flowchart. Conscious Discipline training, Restorative Practices training, and PCM training.</p> <p>School Counselor/School Social worker – threat assessments, social/emotional issues, peer conflicts. Follow Hawthorne Elementary Behavior Flowchart. Classroom guidance lessons, small group lessons, individual counseling support. Conscious Discipline training, Restorative Practices training, and other trainings related to job responsibilities.</p> <p>School Administrator – weapons, drugs, emergency crisis management, conflicts of a sexual nature, bullying, threats. Follow Hawthorne Elementary Behavior Flowchart and BCPS guidelines for Crisis and Emergency Management. Conscious Discipline, Restorative Practices training, PCM training</p>
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>
School-wide Behavior Referral Forms will be completed by teacher and be logged into an Excel spreadsheet. Positive Office Referrals will be monitored. Teachers keep anecdotal notes of behavior issues and parent contacts. Use data from BCPS Climate survey when available.

Section 5: Miscellaneous Content/Components

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