



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 7/12/2023

School Year 2023-2024

School: Summit Park 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>	
Sheila Thomas, Jen Piet, Susan Shaffer, Sherry Holmes, Christina Collini	
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>	
Data on the Stakeholder's survey indicated that in the belonging domain, results were more favorable for the White student group. In contrast, the black/African American student group reported the highest as unfavorable among racial groups. Among students receiving special education services, the absentee rate was 22.68% which is higher than one in ten students for the general population. The Black/African American student group reported the highest unfavorable in the student support domain results.	
Data Analysis	
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>	
African American students do not have a strong sense of belonging. Student attendance data also indicates that special education students have a higher absentee rate which can lend itself to not having a sense of belonging.	
Climate Goals	
<i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i>	
To improve all student's sense of belonging.	
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>
I am respectful. I am responsible. I am ready to learn. I am allowing others to learn. I am creating a safe school.
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>
Teachers review the expectations every morning during Summit Circle and provide examples of how students will demonstrate each behavior. Each expectation is also reviewed every morning on the morning announcements.
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>
Parent newsletter Back to School Night School website
Section 3: Developing Interventions and Supporting Students
Resource Mapping of MTSS
<i>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.</i>
Tier 1: House Initiative, Conscious Discipline, Summit Circles(Restorative Practices) Tier 2: Positive Office Referrals, Social Skills Training in small groups Tier 3: Implementation of BIP's for students requiring one. Individual sessions with the school counselor and SEL teacher. Implementation of the IEP process for individual students.
Social-Emotional Learning

<p><i>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.</i></p>
<p>Staff will engage in professional development about Culturally Responsive Teaching and the Brain. The SEL teacher will also provide strategies for supporting SEL in the classroom.</p>
<p>Character Education</p>
<p><i>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.</i></p>
<p>The House Initiative will incorporate virtues lessons that occur monthly. Students will be recognized for demonstrating the virtues by earning points for their house.</p>
<p>Professional Development for Staff</p>
<p><i>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.)</i></p>
<p>Teachers will be provided with an overview of the House Initiative at the start of the school year. Throughout the year, teachers will work with the SEL teacher to develop an understanding of the implementation of Behavior Intervention Plans. Teachers will receive a monthly overview of the virtue of the month with examples of each virtue. Teachers will also receive professional development about Culturally Responsive Teaching and the Brain to develop an understanding of the importance of building relationships with students.</p>
<p>Section 4: Supporting and Responding to Student Behavior</p>
<p>Recognitions/Incentives</p>
<p><i>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.</i></p>
<p>Earning House Points House parties House swag shop Positive Office Referrals</p>
<p>Hierarchy for Behavioral Referrals and Consequences</p>

<p><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>
<p>Behaviors outlined in the Student Handbook will be referred to the administration for Office Referrals.</p> <p>Staff will engage students in restorative practices during class meetings to solve peer conflicts. Teachers will utilize the walkie-talkie to request additional intervention that requires more intensive support.</p>
<p>Response for Intensive Behaviors</p>
<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>SEL will respond to the initial call for support.</p> <p>Additional staff will respond if necessary.</p> <p>Staff will implement strategies on the Behavior Intervention Plan (if required) to support the student.</p> <p>Student can visit the calm down room with staff for de-escalation.</p> <p>CPI techniques can be utilized only by trained staff if needed.</p> <p>Staff to respond:</p> <p>Pat Schmedes: SEL Teacher</p> <p>Sheila Thomas: Principal</p> <p>Jen Piet: Assistant Principal</p> <p>Kate Gwiazdowski: Special Educator</p> <p>Laina Marks: School Counselor</p>
<p>Monitoring the Schoolwide Positive Behavior Plan/Data Analysis</p>
<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>Staff will monitor house points earned.</p> <p>Staff will submit positive office referrals which will be tracked by student group via the administration.</p> <p>The SEL teacher will track requests for support by student subgroup and share with the administration weekly.</p> <p>Staff can complete an office referral if necessary</p> <p>Staff will meet with Administrations monthly to reflect on student needs and identify students with challenging behavior in their classes.</p>
<p>Section 5: Miscellaneous Content/Components</p>
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