



Schoolwide Positive Behavior Plan Baltimore County Public Schools



Date Completed: 7/14/2021

School Year 2021-2022

School: Riverview 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>
The school has identified a School Climate Team as well as a SEL team. The SEL team meets twice a month and is comprised of the school counselors, school social workers, assistant principal, SEL teacher and the Character Education teacher. The SEL team focuses primarily on Tier II and III supports and individualized plans for students/classrooms. The School Climate committee meets once a month to discuss and plan for school wide positive behavior initiatives. This team is comprised of members of the SEL team as well as classroom and resource teachers.
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 from the school data story, teacher referrals, and suspension data were all considered and analyzed. Students receiving behavioral supports through an IEP, 504 or behavior intervention plan was also considered and analyzed. .
Data Analysis
<i>Summarize what the data tell about the school climate. (Information from School Data Story)</i>
Historical suspension data indicates that African American students, special education students, and FARM students are suspended at a higher rate than their peers. According to the Stakeholder Survey, concerns were indicated for belongingness (most unfavorable for 2 or more races) and student support (most unfavorable for African Americans). We also plan to look at engagement data in future Climate Committee meetings.
Climate Goals

<p><i>Identify the school's goals in improving the social-emotional climate of the building. (Information from School Progress Plan)</i></p>
<p>Key Action Steps: 1. Teachers will create a sense of belonging by consistently implementing conscious discipline throughout the learning environment. 2. We will use MTSS to ensure proactive plans are put into place to support positive relationships and increase engagement with our African American students. 3. Students will be provided direct instruction to develop social-emotional learning skills on a weekly basis (from our Character Education class).</p>
<p>Section 2: Developing and Teaching Expectations</p>
<p>Expectations Defined</p>
<p><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>
<p>The school has a Code of Conduct: I am Safe, I am Kind, and I am Helpful. The school has developed a visual representation matrix of what the schoolwide expectations look like in the various parts of the school building. The next step would be to include student pictures of expected behaviors as opposed to cartoon/clipart representation. All teachers will reference this language. The Climate Team plans to further reflect on the Code of Conduct and whether it reflects our core values (community, joy, & perseverance), as well as share it with our Family Advisory Group to discuss cultural relevance and sensitivity to the needs of our students and families. Based on any changes to the Code of Conduct, the team will edit current lesson plans for teachers to teach the schoolwide expectations to their students.</p>
<p>Classroom Plan for Teaching and Reinforcing Expectations, Routines, and Procedures</p>
<p><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>
<p>Teachers will be provided time and guidance during Teacher Orientation Week to develop culturally relevant expectations for their classrooms, routines, and procedures based on the schoolwide expectations. They will be encouraged to consider their behavioral expectations for the components of their instruction such as group instruction, small group instruction, independent learning, etc. They will be encouraged to teach these expectations, routines, and procedures from the first day of school and to have visual representations of them. Teachers will be encouraged to recognize and reinforce expected behavior through behavior specific praise and/or physical reinforcers. Additionally, teachers will be encouraged to develop their procedures for encouraging expected behavior as well as to develop their corrective procedures should students need more guidance. Resource materials will be provided for teachers to assist them in expanding their toolbox of strategies to address problematic behavior in the classroom.</p>
<p>Family/Community Engagement</p>

<p><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>
<p>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 School Climate Committee will identify options to obtain student and parent/guardian voice regarding the Schoolwide Positive Behavior Plan and the schoolwide expectations during the school year, potentially through the Family Advisory Group.</p>
<p>Section 3: Developing Interventions and Supporting Students</p>
<p>Resource Mapping of MTSS</p>
<p><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></p>
<p>Tier 1 – Conscious Discipline, positive office referrals, teaching and reinforcing expectations/procedures/routines Tier 2 – Check In Check Out, small group counseling, maybe Girls on the Run and Let Them Run, SST referral, behavioral consultation by psychologist/social worker/counselors/etc. Tier 3 – FBA/BIP, social work counseling, community mental health partners, case management, IEP referrals and review</p> <p>The Climate Team will complete the Resource Map for SEL supports before the school year begins.</p>
<p>Social-Emotional Learning</p>
<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>At Tier 1 many of the teachers use the SEL 3 Signature Practices to foster supportive environments and build SEL skills. Many of the teachers use Classroom Circles to encourage relationship building. The school is committed to Conscious Discipline at all grade levels. The school also applies the basic principles of PBIS such as providing clearly defined expectations that are taught, practiced, and reinforced. While the school does have small group counseling opportunities for students provided by the school counselor, school social worker, and/or school psychologist, the school is open to adopting an evidence-based interventions such as SuperFlex, Zones of Regulation, CBITS, and/or Coping Cat.</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</i></p>

<i>education will be culturally responsive and co-created with diverse stakeholders. Consider the need for any training the staff members may require.</i>
The school has been implementing and will continue to implement Conscious Discipline and the CASEL curriculum. The Character Education teacher takes the lead. Announcements are made and there are follow up activities. Additionally, there are other activities during the year that support Character Education. The school celebrates with instructional activities for Bullying Prevention Week and Children's Mental Health Awareness Week.
Professional Development for Staff
<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>
A differentiated review of Conscious Discipline for all staff, as well as a differentiated review of code of conduct expectations, procedures, and routines. PD on social-emotional learning. Teachers will be trained and/or provided a booster session (differentiated) on the importance of using positive reinforcement to bring about change in behavior, especially with reference to the schoolwide and classroom expectations. The SDT will be available for individual and grade level coaching opportunities. The SDT will also meet monthly with non-tenure teachers to provide support based on teacher identified areas.
Section 4: Supporting and Responding to Student Behavior
Recognitions/Incentives
<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>
Teachers will be trained and/or provided a booster session (differentiated) on the importance of using 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.
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>
The school has defined unexpected (or problematic) behaviors and clear procedures as to what behaviors are classroom-managed and what behaviors should be office-managed. A flowchart has been developed to detail the expectations [Behavior Protocol 1.docx] . Referral forms have been

developed and distributed to the staff. Teachers have been given additional resources and information to assist them in expanding their classroom management tools. Some school staff have been trained in Trauma-Informed Practices and 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.

The school has identified members of the Behavior Threat Assessment Team (BTAT) 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 or property. The BTAT meets monthly and has ongoing communication with administration. The BTAT 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. Additionally, the school and the School Resource Officer (SRO) have clear understandings about the roles each play.

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.)

The School Climate Team reviews data periodically. There is not a specific method developed at this time for efficient data review, but the School Climate Team will work this year to improve this component. The team tries to review the data with a lens of equity but realizes this process can be improved and will work to do this more effectively this year. The team also discusses how well the interventions and practices are implemented.

Section 5: Miscellaneous Content/Components

N/A